I. Call to Order
II. Roll Call
III. Opening Statement
IV. Dialogue Session
   1. Parent and Student Comment
   2. Public Comment
V. Reports
   1. Report of the Chair
   2. Report of the Superintendent
   3. Committee Reports
      o Parent & Community Engagement Committee
      o School Choice & Facilities Committee
VI. Business Agenda
A. Items in Order of Importance
1. Administrative Appointments (Supt et al.)

That the Hartford Board of Education approves the Superintendent’s recommendation to appoint the following individuals to the positions indicated:

   a. Victor Cristofaro to the position of Principal at Latino Studies at Burns School, effective July 1, 2016;

   b. Kenneasha Sloley to the position of Principal at M.D. Fox Elementary School, effective July 1, 2016.

   c. Tayarisha Stone to the position of Principal at Rawson Elementary School, effective July 1, 2016;
2. Second Reading and Adoption: Various Hartford Public Schools Policies (Policy Committee)

That the Hartford Board of Education accepts the second reading and adopts the following policies:

a. Policy 4118.7 (5152.1) – Psychotropic Drugs
b. Policy 4118.21 – Reporting Abuse and Neglect
c. Policy 5123 – Parent-Teacher Communication
d. Policy 5131 – Student Conduct and Discipline
e. Policy 5132 – Off-School Misconduct
f. Policy 5137 – Drug and Alcohol Use by Students
g. Policy 5138 – Student Gang Activity or Association
h. Policy 5141 – Bullying Prevention and Intervention
i. Policy 5152 (h) – Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease
j. Policy 5166 – Search and Seizure
k. Policy 5168 – On Campus Recruitment
l. Policy 5181 – Transportation
m. Social Media

3. Contract Approval: Specialty Transportation $20,412,264 (Supt et al.)

Hartford Public Schools transports over 12,000 students each day to and from school. The district needs to ensure the transportation vendor maintains a superior record of safety, demonstrated reliable service and can provide these service at an affordable cost.

A Request for Proposal (RFP) went out and in addition to an outstanding safety record and long history of reliability, of all the proposals submitted, Specialty Transportation has been able to propose the most cost effective solutions to meet Hartford Public Schools transportation needs. The new student transportation contract will result in almost a $2.3 million savings.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Specialty Transportation for the term delineated in the contract ending June 30, 2019.

4. Contract Renewal: CBS Therapy $651,000 (Supt et al.)

CBS Therapy will be contracted to provide speech and language services to mandated HPS students who require these services. Due to the shortage of speech and language professionals, it is necessary to utilize this service to ensure compliance with state and federal special education guidelines.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with CBS Therapy for the term delineated in the contract ending June 30, 2017, at a cost not to exceed $651,000.
5. Approval of: Academic Programming at Weaver High School (Supt et al.)

Due to the recent budgetary constraints for the district and the Weaver High School construction project, it is being recommended that the Culinary Arts Academy be phased out. This academy will be replaced by Journalism & Media Magnet Academy. Additionally, it is being recommended the Science, Technology, Engineering, Arts and Mathematics Academy be replaced with Kinsella Magnet School of Performing Arts.

All partners who currently work with High School Inc., Kinsella and Journalism & Media have pledged that they will continue to be partners at the new location. Hartford Public Schools is currently developing college-ready curriculum for the new academies.

That the Hartford Board of Education approve a change in academic programing at Weaver High School and the modified Educational Specifications for the project accordingly.

B. Consent Agenda

6. Contract Renewal: CT Behavioral Health, LLC $65,200 (Supt et al.)

CT Behavioral Health provides psychological testing and consultations to special education students who are mandated to receive these services per PPT (Planning and Placement Team) recommendation. They also provide behavioral evaluations and consulting services to provide support and consultation to staff and to students identified as Emotionally Disturbed.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with CT Behavioral Health for the term delineated in the contract ending June 30, 2017, at a cost not to exceed $65,200.

C. Executive Session (Collective Bargaining Agreements - Local 566 of Council 4, AFSCME, AFL-CIO; Hartford Federation of School Special Police Officers, Local 1018D, AFT, AFL-CIO)

7. Approval of proposed Collective Bargaining Agreement with the Local 566 of Council 4, American Federation of State, County and Municipal Employees, AFL-CIO.

That the Board of Education approves the proposed Collective Bargaining Agreement with the Local 566 of Council 4, American Federation of State, County and Municipal Employees, AFL-CIO.

8. Approval of proposed Collective Bargaining Agreement with the Hartford Federation of School Special Police Officers, Local 1018D, AFT, AFL-CIO.
That the Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of School Special Police Officers, Local 1018D, AFT, AFL-CIO.

VII. Adjournment
AGENDA

ITEM # 1

NEW BUSINESS

JUNE 21, 2016

SCHOOL ADMINISTRATIVE
APPOINTMENTS

DR. SCHIAVINO-NARVAEZ
MS. ALLEN

BACKGROUND

All staff selections for positions at the rank of principal or higher require Board of Education approval.

RECOMMENDATION

That the Board of Education approves the Superintendent’s recommendation to appoint the following individuals to the positions indicated:

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victor Cristofaro</td>
<td>$131,405</td>
<td>Principal, Latino Studies at Burns</td>
<td>July 1, 2016</td>
</tr>
<tr>
<td>Kenneasha Soley</td>
<td>$121,707</td>
<td>Principal, M. D. Fox Elementary School</td>
<td>July 1, 2016</td>
</tr>
<tr>
<td>Tayarisha Stone</td>
<td>$133,642</td>
<td>Principal, Rawson Elementary School</td>
<td>July 1, 2016</td>
</tr>
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</table>
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AGENDA

ITEM # 2

NEW BUSINESS

SECOND READING AND ADOPTION:
VARIOUS POLICIES

THE BOARD

BACKGROUND

As part of an ongoing policy review, the committee has been working throughout the year to prioritize mandatory policies. The following policies have been updated to conform with legislative changes.

a. Policy 4118.7 (5152.1) – Psychotropic Drugs
b. Policy 4118.21 – Reporting Abuse and Neglect
c. Policy 5123 – Parent-Teacher Communication
d. Policy 5131 – Student Conduct and Discipline
e. Policy 5132 – Off-School Misconduct
f. Policy 5137 – Drug and Alcohol Use by Students
g. Policy 5138 – Student Gang Activity or Association
h. Policy 5141 – Bullying Prevention and Intervention
i. Policy 5152 (h) – Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease
j. Policy 5166 – Search and Seizure
k. Policy 5168 – On Campus Recruitment
l. Policy 5181 – Transportation
m. Social Media

RECOMMENDATION

That the Hartford Board of Education accepts the second reading and adopts the policies listed above.
Series 4000 [recommended to replace 4118.7 and 5152.1(a)]

Students
Personnel

Prohibition on Recommendations for Psychotropic Drug Use

In order to properly implement the Board policy prohibiting school personnel from recommending the use of psychotropic drugs for any child, the following administrative regulations are hereby established for the Hartford Public Schools (HPS): accordance with Conn. Gen. Stat. § 10-212h, the Board of Education prohibits school personnel from recommending the use of psychotropic drugs for any child. Moreover, personnel may not require that a child obtain a prescription for a controlled substance (as defined in the Controlled Substances Act, 21 USC 801 et seq.) in order for the child to: 1) attend school; 2) receive an initial evaluation or reevaluation to determine a child’s eligibility for special education; or 3) receive special education and related services. Notwithstanding the foregoing, school health or mental health personnel may recommend that a child be evaluated by an appropriate medical practitioner and school personnel may consult with such practitioner with the consent of the parents or guardian of such child, in accordance with the procedures outlined below.

I. Definitions

1-A. Psychotropic drugs are defined as means prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders. 2. Psychotropic drugs include, and includes, but are not limited to, Ritalin, Adderal, Dexedrine and other stimulant medication, and anti-depressants.

3. All school personnel, including teachers and administrators are prohibited from any communications, both oral and written, to parents and/or guardians of

B. Recommend means to directly or indirectly suggest that a child in which the should use of psychotropic drugs is recommended.

C. School health or mental health personnel means:
   1. school nurses or nurse practitioners appointed pursuant to Conn. Gen. Stat. § 10-212;
   2. the HPS Medical Advisor/Director;
   3. school psychologists;
   4. School health or mental health personnel which includes school nurses or nurse practitioners, the HPS Medical Advisor/Director, school psychologists, school social workers, and school counselors is permitted to discuss with parents and/or guardians of a child the advisability of a medical evaluation by an appropriate medical practitioner when there are behaviors or concerns that may be indicative of medication consideration.

   school social workers;

5. School personnel, through the Planning and Placement Team referral process, shall communicate to the school medical staff about a child’s behavior that may indicate the need for an evaluation.

6. The Planning and Placement Team (PPT) has the authority and responsibility to recommend a medical evaluation as part of an initial evaluation or reevaluation as needed
to determine a child's eligibility for special education and related services, or educational needs for a child's individualized education program (IEP).

7. As required, the HPS may seek remedy through the due process provisions allowed under the Individuals with Disabilities Education Act (IDEA) if a parent and/or guardian refuses consent for a reevaluation.

6. school counselors;
7. other school personnel (such as a teacher designated as a child's Case Manager) who have been identified by a Planning and Placement Team, Section 504 team, Student Assistance Team or similar group of district professionals as the person responsible for communication with a parent or guardian about a child's need for medical evaluation;
8. Appropriately qualified practitioners, such as a psychiatric consultant or physician, with whom the HPS contracts for services to students or to whom the HPS makes a referral for an evaluation may recommend such medications—a school professional staff member designated by the Superintendent to communicate with a child's parent or guardian about a child's need for medical evaluation.

II. Procedures
School or mental health personnel, as defined above, may communicate with other school personnel about a child who may require a recommendation for a medical evaluation, provided that 1) there is a legitimate educational interest in sharing such information; and 2) such communication shall remain confidential, to the extent required by law.

Students

Psychotropic Drug Use—(continued)

School personnel may consult with the medical practitioner performing the evaluation with the informed consent of the parent or guardian of the child. The purposes of such communication include the following:

A. School personnel may consult with the medical practitioner performing the evaluation with the informed consent of the parent or guardian of the child. The purposes of such communication include the following:

B. School or mental health personnel, as defined above, may communicate a recommendation to a parent or guardian that a child be evaluated by a medical practitioner provided that 1) based on such person's professional experience, objective factors indicate that a medical evaluation may be necessary to address concerns relating to the child's education and overall mental health; and 2) any communication includes the basis for the recommendation.

C. Providing information on school performance to help a medical practitioner monitor and evaluate the effectiveness of psychotropic drugs and/or other medical interventions and/or treatment;

D. Discussing with medical practitioners appropriately and necessary nursing or health care in schools to ensure student safety;

E. Disclosure of educationally relevant information by the medical practitioner to school personnel.

F. If a parent or guardian determines that it is necessary to share medical information, including results of any medical evaluation, with school personnel, he or she may do so at any time. School personnel who receive such information directly from a parent must maintain the confidentiality of such information, to the extent required by law.

The Department of Children and Families (DCF) is limited by this legislation to take a child into custody solely on the refusal of a parent or guardian to administer or consent to that administration of any psychotropic drug. However, a PPT meeting may be convened if the child is eligible or may be eligible for special education or making a referral to the Department of Children and Families if there are concerns about a child's safety and possible abuse or neglect.

Any school personnel with a legitimate educational interest in obtaining information from a child's medical practitioner outside the school who is not a school employee must obtain prior, written consent from the child's parent or guardian to communicate with such outside medical practitioners. Any school health or mental health personnel, as defined above, may request written consent from the parent or guardian. To be valid, the written consent must: 1) be signed by the child's parent or guardian; 2) be dated; 3) provide the child's name; 4) provide the name of the medical practitioner and relevant contact information, to the extent known; and 5) indicate the scope of the consent.
Nothing in this policy shall be construed to prevent school personnel from consulting with a medical practitioner who has information concerning a child, as long as the school district has obtained consent from the parent(s) or guardian(s) of the child, in accordance with the Section II.D. above. Nothing in this policy shall prevent a planning and placement team from recommending a medical evaluation as part of an initial evaluation or reevaluation, as needed to determine a child's (i) eligibility for special education and related services, or (ii) educational needs for an individualized education program.

Legal Reference: Connecticut General Statutes: References:

Section 10-212b—Conn. Gen. Stat. § 10-212b

PA-01-124-sHB-5701—an Act Concerning Recommendations For and Refusals of the Use of Psychotropic Drugs by Children and Utilizations Review Determinations Related to Mental and Nervous Conditions

Public Act 06-18, An Act Concerning Special Education

34 C.F.R. § 300.174 Prohibition on mandatory medication.

Policy adopted: November 1, 2005

Revised:  

HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut
Personnel – Certified/Non-Certified

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

Conn. Gen. Stat. Section 17a-101 et seq., as amended by Public Act 97-319, requires certain educational personnel (school teachers, school administrators, school guidance counselors, paraprofessionals physicians, physical therapists, dentists, dental hygienist, and coaches of intramural and interscholastic athletics as well as licensed nurses, psychologists and social workers, and other mental health professionals, school employees who have reasonable cause to suspect or believe (1) that any child under eighteen has been abused or neglected, to report such abuse and/or neglect, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require all employees of the Board of Education to report suspected abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm or sexual assault of a student by a school employee, in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to all employees who are required by law to report suspected child abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm or sexual assault of a student by a school employee, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.
"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his wellbeing, or (d) has been abused.

"School employee" means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (B) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Hartford Public Schools, pursuant to a contract with the Board.

"Sexual assault" means, for the purposes of the mandatory reporting laws and this policy, a violation of Sections 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes. Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 1717a-101 et seq. to report suspected abuse and/or neglect of children. The term "statutory mandated reporter" includes teachers, school administrators, school guidance counselors, paraprofessionals, licensed nurses, physicians, physical therapists, dentists, dental hygienists, coaches, all school employees, as defined above, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletics, psychologists, social workers and other mental health professionals, and is eighteen years of age or older.

4118.21(b)
4218.21

Personnel—Certified/Non-Certified

Reports of Suspected Abuse or Neglect of Children (continued)

3. What Must Be Reported

a) A report must be made when any employee of the Board of Education, in his/her professional capacity, in the ordinary course of such person's employment or profession has reasonable cause to suspect or to believe that

any child under the age of eighteen years:

α:
i) ___ has been abused or neglected; or;

ii) ___ has had nonaccidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her;

iii) ___ is placed at imminent risk of serious harm; or

b) ___ A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:

i) ___ sexual assault in first degree;

ii) ___ aggravated sexual assault in the first degree;

iii) ___ sexual assault in the second degree;

iv) ___ sexual assault in the third degree;

v) ___ sexual assault in the third degree with a firearm; or

vi) ___ sexual assault in the fourth degree.

b. has had non-accidental injuries or physical injuries which are at variance with the history given for them inflicted by a person responsible for the child's health, welfare or care or by a person given access to such child by a responsible person, or

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

e. has been neglected:

   c) ___ The suspicion or belief of a Board employee may be based on factors including, but not limited to, observations, allegations, facts or statements by a child or victim, as described above, or a third party. Such suspicion or belief does not require certainty or probable cause.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.
When an employee of the Board of Education who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.

i. (1) The employee shall immediately upon make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected; and in no case later than twelve hours after having such a suspicion or belief, make an or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. ii. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.

(2) The employee shall also immediately make an oral report to the Superintendent or the Superintendent's designee, make an oral report as soon as practicable to the Building Principal or his/her designee, and/or the Superintendent or his/her designee. If the Building Principal is the alleged perpetrator of the abuse/neglect or sexual assault of a student, then the employee shall notify the Superintendent or his/her designee directly.

(3) In cases involving suspected or believed abuse or neglect or sexual assault of a student by a school employee, the Superintendent or his/her designee shall immediately notify the child's parent or guardian that such a report has been made.

iv. Within 48 hours Not later than forty-eight hours of after making an oral report, the employee shall submit a written report to the Commissioner of Children and Families or his/her representative the Commissioner's designee containing all of the required information. vi. The written report should be submitted on the DCF-136 form or any other form designated for that purpose.

(5) The employee shall immediately submit a copy of the written report to the Building Principal or his/her designee and to the Superintendent or the Superintendent's designee.
vi.- (6) If the report concerns suspected abuse or neglect or sexual assault of a student by a certified school employee, the Superintendent school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of Children and Families (or his/her designee) shall submit a copy of the written report to the Commissioner of Education (or his/her representative designee).

5. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

a.) When an employee who is not a statutory mandated reporter has reasonable cause arising out of, and who, in the ordinary course of his or her person’s employment by the Board of Education or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.

i.- (1) The employee shall immediately upon having make an oral report as soon as practicable, but not later than twelve hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected, and in no case later than twelve hours after having such a suspicion or belief, make an placed at imminent risk of serious harm or is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.

ii.- (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or is a victim of sexual assault by school employee, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters, set forth above.
b. Nothing in this policy shall be construed to preclude an employee from reporting suspected child abuse or neglect or sexual assault by a school employee from reporting the same directly to the Commissioner of Children and Families.

6. Contents of Reports

Any oral or written report made pursuant to this policy shall contain the following information, if known:

a. The names and addresses of the child and his/her parents or other person responsible for his/her care;

b. The age of the child;

c. The gender of the child;
Personnel—Certified/Non-Certified

Reports of Suspected Abuse or Neglect of Children (continued)

d.) the nature and extent of the child's injury or injuries, maltreatment or neglect;

e.) the approximate date and time the injury or injuries, maltreatment or neglect occurred;

f.) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;

g.) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;

h.) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;

i.) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;

j.) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and

k.) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

*For purposes of this Paragraph, the term “child” includes any victim of sexual assault by a school employee, as described in Paragraph 3, above.
7. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent or his/her designee shall thoroughly investigate the report. Recognizing the fact that reports of suspected abuse, neglect or sexual assault if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided such investigation does not impede an investigation by the Department of Children and Families (“DCF”). In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.

b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports, the superintendent’s investigation shall be coordinated with the Department of Children and Families and/or the police and reports of a student’s sexual assault by school employees, the Superintendent’s investigation shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency. The Superintendent shall conduct the district’s investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of Children and Families or the appropriate local law enforcement agency that the district’s investigation will not interfere with the investigation of the Commissioner of Children and Families or the local law enforcement agency.

c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and to share information with other persons authorized to conduct an investigation of child abuse and neglect, as appropriate. When investigating a report, the superintendent shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child to an interview with a child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators of the alleged abuse, or where the Department of Children and Families has indicated and obtaining such consent will interfere with its investigation.

d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or of the sexual assault of a student by a school employee, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.

The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and to share information with other persons authorized to conduct an investigation of child abuse and neglect, as appropriate. When investigating a report, the superintendent shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child to an interview with a child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators of the alleged abuse, or where the Department of Children and Families has indicated and obtaining such consent will interfere with its investigation.

The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and to share information with other persons authorized to conduct an investigation of child abuse and neglect, as appropriate. When investigating a report, the superintendent shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child to an interview with a child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators of the alleged abuse, or where the Department of Children and Families has indicated and obtaining such consent will interfere with its investigation.
or other individual under the control of the Board, the Superintendent’s investigation shall include an opportunity for the individual suspected abuser of abuse, neglect or sexual assault to be heard with respect to the allegations contained within the report. During the course of such investigation of suspected abuse by a school employee, the Superintendent may suspend the Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the Hartford Public Schools, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Hartford Public Schools, pending the outcome of the investigation.

a. 8. Evidence of Abuse, Neglect or Sexual Assault by Certified School Employee

a) If, upon completion of the investigation by the Commissioner of Children and Families (“Commissioner”), the Superintendent has received a report from the Commissioner of Children and Families that the Commissioner of Children and Families has reasonable cause to believe that (1) a child has been abused or neglected by a certified employee in a position requiring a certificate.
Persons—Certified/Non-Certified

Reports of Suspected Abuse or Neglect of Children (continued) school employee, as defined above, and the Commissioner has recommended that such employee be placed on the Department of Children and Families child abuse and neglect registry, or (2) a student is a victim of sexual assault by a school employee, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend the school employee, if not previously suspended. Such suspension shall be with pay and without shall not result in the diminution, or termination of benefits to such employee.

b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner of Education’s representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee’s certificate, permit or authorization, if any.

c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board of Education acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education’s representative, within seventy-two (72) hours after such termination or resignation.

d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education’s representative, within seventy-two hours after such termination or resignation.

e) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including
termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent’s investigation produces evidence that a child has been abused or neglected by a certified school staff member, school employee or that a student has been a victim of sexual assault by a school employee.

If the contract of employment of such certified school employee is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his or her representative, within seventy-two (72) hours after such termination.

The Hartford Public Schools shall not employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving an act of child abuse or neglect or an act of sexual assault of a student, as described in Paragraph 3 of this policy.

b. 9. Evidence of Abuse by Other School Staff, Neglect or Sexual Assault by An Independent Contractor of the Board of Education

If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused by a non-certified school staff member or neglected, or a student has been sexually assaulted, by any individual who provides services to or on behalf of students enrolled in the Hartford Public Schools, pursuant to a contract with the Board of Education, the Superintendent shall permanently suspend the provision of such services, as appropriate, may take disciplinary action, up to and including termination of employment, and direct the individual to refrain from any contact with students enrolled in the Hartford Public Schools.

8. 10. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

11. Confidential Rapid Response Team

No later than January 1, 2016, the Superintendent shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by a school employee, as described in Paragraph 3, above, and (2) provide immediate access to information and individuals relevant to the department’s investigation. The confidential rapid response team shall consist of a teacher and the Superintendent, a local police officer
and any other person the Board of Education, acting through its Superintendent, deems appropriate.
Personnel—Certified/Non-Certified

Reports of Suspected Abuse or Neglect of Children (continued)

9.-12. Disciplinary Action for Failure to Follow Policy

Any Except as provided in Section 12 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

13. The Hartford Public Schools shall not hire any person whose employment contract was previously terminated by a board of education or who resigned from such employment, if such person has been convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as amended, relating to mandatory reporting, regardless of whether an allegation of abuse or neglect or sexual assault was substantiated.

10.-14. Non-discrimination Discrimination Policy /Prohibition Against Retaliation

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect or sexual assault by a school employee. The Board of Education also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or the sexual assault of a student by a school employee or testifying in any proceeding involving child abuse or neglect or the sexual assault of a student by a school employee.

15. Distribution of Policy

This policy shall be distributed annually to all school employees employed by the Board. The Board shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 14, below.

16. Training

a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification
and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of Children and Families.

b) All school employees, as defined above, shall retake a refresher training course developed and approved by the Commissioner of Children and Families at least once every three years.

c) The principal for each school shall annually certify to the Superintendent that each school employee, as defined above, working at such school, is in compliance with the training provisions in this policy and as required by state law. The Superintendent shall certify such compliance to the State Board of Education.

17. Records

a) The Board shall maintain in a central location all records of allegations, investigations and reports that a child has been abused or neglected by a school employee employed by the Board or that a student has been a victim of sexual assault by a school employee employed by the Board, as defined above, and conducted in accordance with this policy. Such records shall include any reports made to the Department of Children and Families. The State Department of Education shall have access to such records upon request.

b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of Children and Families, upon request and for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.
Legal References:

Connecticut General Statutes:

Section 10-151

Section 17a-101 et seq.

Section 17a-103

Section 53a-65


Policy adopted: July 6, 1999

Policy updated: November 1, 2005 Hartford, Connecticut

Policy updated: Hartford, Connecticut
Appendix A

RELEVANT EXCERPTS OF STATUTORY DEFINITIONS OF SEXUAL ASSAULT AND RELATED TERMS COVERED BY MANDATORY REPORTING LAWS AND THIS POLICY

An employee of the Board of Education must make a report in accordance with this policy when the employee of the Board of Education in the ordinary course of such person’s employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee. The following are relevant excerpts of the sexual assault laws and related terms covered by mandatory reporting laws and this policy.

“Intimate Parts” (Conn. Gen. Stat. § 53a-65)

“Intimate parts” means the genital area or any substance emitted therefrom, groin, anus or any substance emitted therefrom, inner thighs, buttocks or breasts.

“Sexual Intercourse” (Conn. Gen. Stat. § 53a-65)

“Sexual intercourse” means vaginal intercourse, anal intercourse, fellatio or cunnilingus between persons regardless of sex. Its meaning is limited to persons not married to each other. Penetration, however slight, is sufficient to complete vaginal intercourse, anal intercourse or fellatio and does not require emission of semen. Penetration may be committed by an object manipulated by the actor into the genital or anal opening of the victim’s body.

“Sexual Contact” (Conn. Gen. Stat. § 53a-65)

“Sexual contact” means any contact with the intimate parts of a person not married to the actor for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person or any contact of the intimate parts of the actor with a person not married to the actor for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person.

Sexual Assault in First Degree (Conn. Gen. Stat. § 53a-70)

A person is guilty of sexual assault in the first degree when such person (1) compels another person to engage in sexual intercourse by the use of force against such other person or a third person, or by the threat of use of force against such other person or against a third person which reasonably causes such person to fear physical injury to such person or a third person, or (2) engages in sexual intercourse with another person and such other person is
under thirteen years of age and the actor is more than two years older than such person, or (3) commits sexual assault in the second degree as provided in section 53a-71 and in the commission of such offense is aided by two or more other persons actually present, or (4) engages in sexual intercourse with another person and such other person is mentally incapacitated to the extent that such other person is unable to consent to such sexual intercourse.

**Aggravated Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70a)**

A person is guilty of aggravated sexual assault in the first degree when such person commits sexual assault in the first degree as provided in section 53a-70 and in the commission of such offense (1) such person uses or is armed with and threatens the use of or displays or represents by such person’s words or conduct that such person possesses a deadly weapon, (2) with intent to disfigure the victim seriously and permanently, or to destroy, amputate or disable permanently a member or organ of the victim’s body, such person causes such injury to such victim, (3) under circumstances evincing an extreme indifference to human life such person recklessly engages in conduct which creates a risk of death to the victim, and thereby causes serious physical injury to such victim, or (4) such person is aided by two or more other persons actually present. No person shall be convicted of sexual assault in the first degree and aggravated sexual assault in the first degree upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

**Sexual Assault in the Second Degree (Conn. Gen. Stat. § 53a-71)**

A person is guilty of sexual assault in the second degree when such person engages in sexual intercourse with another person and: (1) Such other person is thirteen years of age or older but under sixteen years of age and the actor is more than three years older than such other person; or (2) such other person is impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual intercourse; or (3) such other person is physically helpless; or (4) such other person is less than eighteen years old and the actor is such person’s guardian or otherwise responsible for the general supervision of such person’s welfare; or (5) such other person is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (6) the actor is a psychotherapist and such other person is (A) a patient of the actor and the sexual intercourse occurs during the psychotherapy session, (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual intercourse occurs by means of therapeutic deception; or (7) the actor accomplishes the sexual intercourse by means of false representation that the sexual intercourse is for a bona fide medical purpose by a health care professional; or (8) the actor is a school employee and such other person is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (9) the actor is a coach in an athletic activity or a person who provides intensive, ongoing
instruction and such other person is a recipient of coaching or instruction from the actor and
(A) is a secondary school student and receives such coaching or instruction in a secondary
school setting, or (B) is under eighteen years of age; or (10) the actor is twenty years of age
or older and stands in a position of power, authority or supervision over such other person
by virtue of the actor’s professional, legal, occupational or volunteer status and such other
person's participation in a program or activity, and such other person is under eighteen
years of age; or (11) such other person is placed or receiving services under the direction of
the Commissioner of Developmental Services in any public or private facility or program
and the actor has supervisory or disciplinary authority over such other person.

Sexual Assault in the Third Degree (Conn. Gen. Stat. § 53a-72a)

A person is guilty of sexual assault in the third degree when such person (1) compels another
person to submit to sexual contact (A) by the use of force against such other person or a third
person, or (B) by the threat of use of force against such other person or against a third
person, which reasonably causes such other person to fear physical injury to himself or
herself or a third person, or (2) engages in sexual intercourse with another person whom the
actor knows to be related to him or her within any of the degrees of kindred specified in
section 46b-21.

Sexual Assault in the Third Degree with a Firearm (Conn. Gen. Stat. § 53a-72b)

A person is guilty of sexual assault in the third degree with a firearm when such person
commits sexual assault in the third degree as provided in section 53a-72a, and in the
commission of such offense, such person uses or is armed with and threatens the use of or
displays or represents by such person’s words or conduct that such person possesses a
pistol, revolver, machine gun, rifle, shotgun or other firearm. No person shall be convicted
of sexual assault in the third degree and sexual assault in the third degree with a firearm
upon the same transaction but such person may be charged and prosecuted for both such
offenses upon the same information.

Sexual Assault in the Fourth Degree (Conn. Gen. Stat. § 53a-73a)

A person is guilty of sexual assault in the fourth degree when: (1) Such person subjects
another person to sexual contact who is (A) under thirteen years of age and the actor is more
than two years older than such other person, or (B) thirteen years of age or older but under
fifteen years of age and the actor is more than three years older than such other person, or
(C) mentally incapacitated or impaired because of mental disability or disease to the extent
that such other person is unable to consent to such sexual contact, or (D) physically helpless,
or (E) less than eighteen years old and the actor is such other person’s guardian or otherwise
responsible for the general supervision of such other person’s welfare, or (F) in custody of
law or detained in a hospital or other institution and the actor has supervisory or disciplinary
authority over such other person; or (2) such person subjects another person to sexual
contact without such other person’s consent; or (3) such person engages in sexual contact
with an animal or dead body; or (4) such person is a psychotherapist and subjects another
person to sexual contact who is (A) a patient of the actor and the sexual contact occurs during the psychotherapy session, or (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual contact occurs by means of therapeutic deception; or (5) such person subjects another person to sexual contact and accomplishes the sexual contact by means of false representation that the sexual contact is for a bona fide medical purpose by a health care professional; or (6) such person is a school employee and subjects another person to sexual contact who is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (7) such person is a coach in an athletic activity or a person who provides intensive, ongoing instruction and subjects another person to sexual contact who is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (8) such person subjects another person to sexual contact and (A) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and (B) such other person is under eighteen years of age; or (9) such person subjects another person to sexual contact who is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.
Appendices B and C are optional to include with the policy, however they may be useful as part of training for staff members in identifying the signs of abuse and/or neglect of children.

APPENDIX B

Operational Definitions of Child Abuse and Neglect

The purpose of this policy is to provide consistency for staff in defining and identifying operational definitions, evidence of abuse and/or neglect and examples of adverse impact indicators.

The following operational definitions are working definitions and examples of child abuse and neglect as used by the Connecticut Department of Children and Families.

For the purposes of these operational definitions,

- a person responsible for a child’s health, welfare or care means:
  - the child’s parent, guardian, foster parent, an employee of a public or private residential home, agency or institution or other person legally responsible under State law for the child’s welfare in a residential setting; or any staff person providing out-of-home care, including center-based child day care, family day care, or group day care.
- a person given access to a child is a person who is permitted to have personal interaction with a child by the person responsible for the child’s health, welfare or care or by a person entrusted with the care of a child for the purpose of education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring.
- **Note:** Only a “child” as defined above may be classified as a victim of child abuse and/or neglect; only a “person responsible”, “person given access”, or “person entrusted” as defined above may be classified as a perpetrator of child abuse and/or neglect.
  - While only a child under eighteen may be a victim of child abuse or neglect, a report under mandatory reporting laws and this policy is required if an employee of the Board of Education in the ordinary course of such person’s employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, as set forth in this policy, and the perpetrator is a school employee.

Physical Abuse

A child may be found to have been physically abused who:

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has been inflicted with physical injury or injuries other than by accidental means.

is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment, and/or

has injuries at variance with the history given of them.

**Evidence of physical abuse includes:**

bruises, scratches, lacerations
burns, and/or scalds
reddening or blistering of the tissue through application of heat by fire, chemical substances, cigarettes, matches, electricity, scalding water, friction, etc.
injuries to bone, muscle, cartilage, ligaments:
fractures, dislocations, sprains, strains, displacements, hematomas, etc.
head injuries
internal injuries
death
misuse of medical treatments or therapies
malnutrition related to acts of commission or omission by an established caregiver resulting in a child’s malnourished state that can be supported by professional medical opinion
deprivation of necessities acts of commission or omission by an established caregiver resulting in physical harm to child
cruel punishment.

**Sexual Abuse/Exploitation Sexual Abuse/Exploitation**

Sexual Abuse/Exploitation is any incident involving a child’s non-accidental exposure to sexual behavior.

**Evidence of sexual abuse includes, but is not limited to the following:**

rape
penetration: digital, penile, or foreign objects
oral / genital contact
indecent exposure for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim
incest
fondling, including kissing, for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim
sexual exploitation, including possession, manufacture, or distribution of child pornography, online enticement of a child for sexual acts, child prostitution, child-sex
tourism, unsolicited obscene material sent to a child, or misleading domain name likely to attract a child to an inappropriate website
coeercing or forcing a child to participate in, or be negligently exposed to, pornography and/or sexual behavior
disease or condition that arises from sexual transmission
other verbal, written or physical behavior not overtly sexual but likely designed to “groom” a child for future sexual abuse.


Emotional Maltreatment-Abuse

Emotional Maltreatment-Abuse is:

act(s), statement(s), or threat(s), which

has had, or is likely to have an adverse impact on the child; and/or

interferes with a child’s positive emotional development.

Evidence of emotional maltreatment-abuse includes, but is not limited to, the following:

rejecting;
degrading;
isolating and/or victimizing a child by means of cruel, unusual, or excessive methods of discipline; and/or
exposing the child to brutal or intimidating acts or statements.

Indicators of Adverse Impact of emotional maltreatment-abuse may include, but are not limited to, the following:

depression;
withdrawal;
low self-esteem;
anxiety;
tear;
aggression/passivity;
emotional instability;
sleep disturbances;
somatic complaints with no medical basis;
inappropriate behavior for age or development;
suicidal ideations or attempts;
extreme dependence;
academic regression;
and/or trust issues.

Physical Neglect

A child may be found neglected who:

- has been abandoned;
- is being denied proper care and attention physically, educationally, emotionally, or morally;
- is being permitted to live under conditions, circumstances or associations injurious to his well-being; and/or
- has been abused.

Evidence of physical neglect includes, but is not limited to:

- inadequate food;
- malnutrition;
- inadequate clothing;
- inadequate housing or shelter;
- erratic, deviant, or impaired behavior by the person responsible for the child’s health, welfare or care; by a person given access to the child; or by a person entrusted with the child’s care which adversely impacts the child;
- permitting the child to live under conditions, circumstances or associations injurious to his well-being including, but not limited to, the following:
  - substance abuse by caregiver, which adversely impacts the child physically
  - substance abuse by the mother of a newborn child and the newborn has a positive urine or meconium toxicology for drugs
  - psychiatric problem of the caregiver which adversely impacts the child physically
  - exposure to family violence which adversely impacts the child physically
  - exposure to violent events, situations, or persons that would be reasonably judged to compromise a child’s physical safety
  - non-accidental, negligent exposure to drug trafficking and/or individuals engaged in the active abuse of illegal substances
  - voluntarily and knowingly entrusting the care of a child to individuals who may be disqualified to provide safe care, e.g. persons who are subject to active protective or restraining orders; persons with past history of violent/drug/sex crimes; persons appearing on the Central Registry
  - non-accidental or negligent exposure to pornography or sexual acts
  - inability to consistently provide the minimum of child-caring tasks
  - inability to provide or maintain a safe living environment

action/inaction resulting in death
abandonment
action/inaction resulting in the child’s failure to thrive
transience
inadequate supervision:
creating or allowing a circumstance in which a child is alone for an excessive period of time given the child’s age and cognitive abilities
holding the child responsible for the care of siblings or others beyond the child’s ability
failure to provide reasonable and proper supervision of a child given the child’s age and cognitive abilities.

Note: Inadequate food, clothing, or shelter or transience finding must be related to caregiver acts of omission or commission and not simply a function of poverty alone.

Medical Neglect

Medical Neglect is the unreasonable delay, refusal or failure on the part of the person responsible for the child’s health, welfare or care or the person entrusted with the child’s care to seek, obtain, and/or maintain those services for necessary medical, dental or mental health care when such person knows, or should reasonably be expected to know, that such actions may have an adverse impact on the child.

Evidence of medical neglect includes, but is not limited to:
  frequently missed appointments, therapies or other necessary medical and/or mental health treatments;
  withholding or failing to obtain or maintain medically necessary treatment from a child with life-threatening, acute or chronic medical or mental health conditions; and/or
  withholding medically indicated treatment from disabled infants with life threatening conditions.

Note: Failure to provide the child with immunizations or routine well child care in and of itself does not constitute medical neglect.

Educational Neglect

Except as noted below, Educational Neglect occurs when, by action or inaction, the parent or person having control of a child five (5) years of age and older and under eighteen (18) years of age who is not a high school graduate

  fails to register the child in school
  fails to allow the child to attend school or receive home instruction in accordance with CONN. GEN. STAT. §10-184
  failure to take appropriate steps to ensure regular attendance at school if the child is registered.

Exceptions (in accordance with Conn. Gen. Stat. § 10-184):
A parent or person having control of a child may exercise the option of not sending the child to school at age five (5) or age six (6) years by personally appearing at the school district office and signing an option form. In these cases, educational neglect occurs if the parent or person having control of the child has registered the child at age five (5) or age (6) years and then does not allow the child to attend school or receive home instruction.

Note: Failure to sign a registration option form for such a child is not in and of itself educational neglect.

A parent or person having control of a child seventeen (17) years of age may consent to such child’s withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form.

**Emotional Neglect**

Emotional Neglect is the denial of proper care and attention, or failure to respond, to a child’s affective needs by the person responsible for the child’s health, welfare or care; by the person given access to the child; or by the person entrusted with the child’s care which has an adverse impact on the child or seriously interferes with a child’s positive emotional development.

Evidence of emotional neglect includes, but is not limited to, the following:

- inappropriate expectations of the child given the child’s developmental level;
- failure to provide the child with appropriate support, attention and affection;
- permitting the child to live under conditions, circumstances or associations; injurious to his well-being including, but not limited to, the following:
  - substance abuse by caregiver, which adversely impacts the child emotionally;
  - psychiatric problem of the caregiver, which adversely impacts the child emotionally;
  - and
  - exposure to family violence which adversely impacts the child emotionally,

Indicators may include, but are not limited to, the following:

- depression;
- withdrawal;
- low self-esteem;
- anxiety;
- fear;
- aggression/passivity;
- emotional instability;
- sleep disturbances;
- somatic complaints with no medical basis;
- inappropriate behavior for age or development;
- suicidal ideations or attempts.
extreme dependence;
academic regression;
trust issues.

Moral Neglect

Moral Neglect: Exposing, allowing, or encouraging the child to engage in illegal or reprehensible activities by the person responsible for the child's health, welfare or care or person given access or person entrusted with the child's care.

Evidence of Moral Neglect includes but is not limited to:

stealing:

using drugs and/or alcohol:

and involving a child in the commission of a crime, directly or by caregiver indifference.
Appendix C

INDICATORS OF CHILD ABUSE AND NEGLECT

Indicators of Physical Abuse

HISTORICAL

Delay in seeking appropriate care after injury.

No witnesses.

Inconsistent or changing descriptions of accident by child and/or parent.

Child’s developmental level inconsistent with history.

History of prior "accidents".

Absence of parental concern.

Child is handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent.

Unexplained school absenteeism.

History of precipitating crisis

PHYSICAL

Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso;

Clusters of skin lesions; regular patterns consistent with an implement;

Shape of lesions inconsistent with accidental bruise;

Bruises/welts in various stages of healing;

Burn pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges;

Fractures/dislocations inconsistent with history;

Laceration of mouth, lips, gums or eyes;

Bald patches on scalp;
Abdominal swelling or vomiting;

Adult-size human bite mark(s);

Fading cutaneous lesions noted after weekends or absences;

Rope marks.

**BEHAVIORAL**

Wary of physical contact with adults;

Affection inappropriate for age. Extremes in behavior, aggressiveness/withdrawal;

Expresses fear of parents;

Reports injury by parent;

Reluctance to go home;

Feels responsible (punishment "deserved");

Poor self-esteem;

Clothing covers arms and legs even in hot weather.

**Indicators of Sexual Abuse**

**HISTORICAL**

Vague somatic complaint;

Excessive school absences;

Inadequate supervision at home;

History of urinary tract infection or vaginitis;

Complaint of pain: genital, anal or lower back/abdominal;

Complaint of genital itching;

Any disclosure of sexual activity, even if contradictory.
PHYSICAL

Discomfort in walking, sitting;
Evidence of trauma or lesions in and around mouth;
Vaginal discharge/vaginitis;
Vaginal or rectal bleeding;
Bruises, swelling or lacerations around genitalia, inner thighs;
Dysuria;
Vulvitis;
Any other signs or symptoms of sexually transmitted disease;
Pregnancy.

BEHAVIORAL

Low self-esteem;
Change in eating pattern;
Unusual new fears;
Regressive behaviors;
Personality changes (hostile/aggressive or extreme compliance);
Depression;
Decline in school achievement;
Social withdrawal; poor peer relationship;
Indicates sophisticated or unusual sexual knowledge for age;
Seductive behavior, promiscuity or prostitution;
Substance abuse;
Suicide ideation or attempt;
Runaway.

**Indicators of Emotional Abuse**

**HISTORICAL**

- Parent ignores/isolates/belittles/rejects/scapegoats child
- Parent's expectations inappropriate to child's development
- Prior episode(s) of physical abuse
- Parent perceives child as "different"

**PHYSICAL**

- (Frequently none):
- Failure to thrive;
- Speech disorder;
- Lag in physical development;
- Signs/symptoms of physical abuse.

**BEHAVIORAL**

- Poor self-esteem
- Regressive behavior (sucking, rocking, enuresis)
- Sleep disorders
- Adult behaviors (parenting sibling)
- Antisocial behavior;
- Emotional or cognitive developmental delay;
- Extremes in behavior - overly aggressive/compliant;
- Depression;
- Suicide ideation/attempt.
Indicators of Physical Neglect

HISTORICAL

High rate of school absenteeism;

Frequent visits to school nurse with nonspecific complaints;

Inadequate supervision, especially for long periods and for dangerous activities;

Child frequently unattended; locked out of house;

Parental inattention to recommended medical care

No food intake for 24 hours;

Home substandard (no windows, doors, heat), dirty, infested, obvious hazards;

Family member addicted to drugs/alcohol.

PHYSICAL

Hunger, dehydration;

Poor personal hygiene, unkempt, dirty;

Dental cavities/poor oral hygiene;

Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day;

Constant fatigue or listlessness;

Unattended physical or health care needs;

Infestations;

Multiple skin lesions/sores from infection.

BEHAVIORAL

Comes to school early, leaves late;

Frequent sleeping in class;
Begging for/stealing food;

Adult behavior/maturity (parenting siblings);

Delinquent behaviors;

Drug/alcohol use/abuse.
Students

Parent/Guardian-Teacher Communication

The Hartford Board of Education recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school district to educate all students effectively, schools and parents/guardians must work as knowledgeable partners. The Board believes that parents/guardians are most knowledgeable when they have regular communication with teachers. Schools will take the lead in developing and sustaining effective partnerships.

Therefore, it is the policy of the Board of Education to encourage parent/guardian-teacher communication. The Superintendent, or his/her designee, shall be responsible for developing procedures in furtherance of this policy. This may include, but is not limited to, districtwide and/or school-based parental engagement strategies or other initiatives.

The Superintendent is further required to include information about parental/guardian involvement and actions taken to improve parental/guardian involvement, in the strategic school profile he or she submits annually to the Board of Education and Commissioner of Education. Such actions to improve parental/guardian involvement may include methods to engage parents/guardians in the planning and improvement of school programs and to increase support to parents/guardians working at home with their children on learning activities. These policies The policy and procedures may include monthly newsletters, required regular contact with all parents/guardians, drop-in hours for parents/guardians, home visits and the use of technology such as homework hot lines to allow parents/guardians to check on their children's assignments and students to get assistance if needed. Such policies The policy and procedures shall require the district to conduct at least two flexible parent/guardian-teacher conferences for each school year.

Legal Reference: Connecticut General Statutes:
§ 10-220(c) Duties of Boards of Education
§ 10-221(f) Boards of Education to prescribe rules, policies and procedures

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

Student Discipline—Suspension/Expulsion; Due Process

I. Definitions

A. Exclusion means any denial of public school privileges to a pupil for disciplinary purposes. Dangerous Instrument means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

B. Deadly Weapon means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.

C. Electronic Defense Weapon means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

D. Emergency means a situation in which the continued presence of the pupil/student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such pupil/student as possible.

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

E. Exclusion means any denial of public school privileges to a student for disciplinary purposes.

F. Removal is Exclusion means the exclusion of a student for a class period of ninety minutes or less from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.

A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal at once. A student may not be removed from class more than six times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "destructive device" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A “destructive device” does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

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

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

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

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

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

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

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

7. Expulsion means the exclusion of a pupil from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one calendar year.

8. School Days shall mean days when school is in session for students.
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9. Seriously Disruptive of the Educational Process means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

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

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

II. Scope of the Student Discipline Policy

Actions Leading to Disciplinary Action, Including Suspension and/or Expulsion–

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

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

B. Conduct off School Grounds:

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

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the illegal use of drugs.
III. **Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion**

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion) in accordance with this policy includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. **Willfully striking** or assaulting a student, members of the school staff or others.

2. Theft.

3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.

4. Violation of smoking, dress or transportation regulations, or other regulations and/or policies governing student conduct.

5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.

6. Any act of harassment based on an individual’s sex, sexual orientation, race, color, religion, disability, national origin or ancestry.

7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.

8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.

7-9. A walk-out from or sit-in within a classroom or school building on school grounds.

8-10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).

9-11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any
other dangerous object— or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.

10–13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

11. Explosive/Fire—14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

12. Unauthorized 15. Unlawful possession, sale, distribution, use, or consumption of tobacco, drugs or alcoholic beverages. For the purposes of this Paragraph 12, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine, that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

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

13. Possession 17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (42) above—15) above. For purposes of this
policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

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

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

46. Deliberate trespassing 20. Trespassing on school grounds while on out-of-school suspension or expulsion.

17. Making false "Bomb Threat" calls or calls of a similar nature to the public schools or to the police.

21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.

18. Repeated and/or intentional defiance 22. Defiance of school rules and the valid authority of teachers, supervisors or administrators, other staff members, and/or law enforcement authorities.

49. 23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.

20. 24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.

24. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process.

22. 25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

23. 26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution-- or any other form of academic dishonesty, cheating or plagiarism.
24–27. Possession and/or use of a cellular telephone, radio, walkman, beeper, paging device, cellular telephone, walkie CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.

28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.

25–29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for unauthorized or non-school-related inappropriate purposes.

30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.

31. Hazing.

32. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:

a) causes physical or emotional harm to such student or damage to such student’s property;

b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

c) creates a hostile environment at school for such student;

d) infringes on the rights of such student at school; or

e) substantially disrupts the education process or the orderly operation of a school.
Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.

35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.

36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.

37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

26. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.

39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

27-40. Any action prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the school community or school property.
41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Procedures Governing Removal

A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the Principal or his/her designee at once. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building Principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

V. Procedures Governing Suspension

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

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

2. If suspended, such suspension shall be an in-school suspension, except the principal or designee may impose an out-of-school suspension on any pupil:

   (1) in grades three to twelve, inclusive, if, during the informal hearing, (a) the principal or designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that he or should be excluded from school during the period of suspension; or (b) the principal or designee determines that an out-of-school suspension is appropriate based on evidence of (i) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (ii) previous efforts by the administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or
(2) in grades preschool to two, inclusive, if the principal or designee determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons.

3. Evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion of a pupil who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.

3-4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and state the cause(s) leading to the suspension.

4-5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), within one school day of the suspension action where practicable, and offering the parent or guardian an opportunity for a conference to discuss same.

5. Notice of the original suspension shall be transmitted by the principal or designee to the superintendent of schools or designee by the close of the school day following the commencement of the suspension.
6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.

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

8. The student shall be allowed to complete any class work, including examinations, without penalty, which he or she missed while under suspension.

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

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

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

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

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

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

VI. Procedures Governing In-School Suspension

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

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

C. In-school suspension may be served in the school attended by the student regularly attends or in any school building under the Board's jurisdiction.

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

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

Procedures Governing VII. Expulsion Recommendation Procedure

A. A principal may consider recommendation of expulsion of a pupil in a case where he/she has cause to believe the student has engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process or is violative of a publicized Board policy, or conduct off school grounds which is seriously disruptive of the educational process and violative of a publicized Board policy. In making a determination as to whether such conduct off school grounds is seriously disruptive of the educational process, the principal of a school, or designee on the administrative staff of the school, may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Conn. Gen. Stat. section 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

Principal may consider recommendation of expulsion of a student in grades three through twelve, inclusive, in a case where he/she has reason to believe the student has engaged in conduct described at sections IIA. And IIB., above.
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B. The principal must recommend expulsion proceedings in all cases against any student who is in kindergarten through grade twelve, inclusive, whom the administration reasonably believes a student has reason to believe:

1. Was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 USC U.S.C. § 921 as amended from time to time; or


3. Engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. C.G.S. § 21a–240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. C.G.S. §§ 21a–277 and 21a–21a–278.

4. The following definitions shall be used in this section:

a. A "firearm" as defined in 18 USC 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device. As used in this definition, a "destructive device" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a mine, or a similar device, or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than 1/2 " in diameter. The term "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

b. "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles.

c. "Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted to be used, is capable of causing death or serious physical injury, and includes a "vehicle."
13. "Martial-arts weapon" means a nunchaku, kama, kasarifundo, octagon sai, tonfa or Chinese star.

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

e.—When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any pistol or revolver, any dirk knife or switch knife or any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any slingshot, blackjack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length or martial arts weapon as defined above.

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

D. 5.—Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

6.—If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education or its designated impartial hearing board for action so that the Board of Education can consider and act upon this recommendation.

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

VIII. Procedures For Governing Expulsion Hearings Conducted By the Board of Education Hearing

A. Emergency Exception
Excep: in an emergency situation, the Board of Education—or its designee shall, prior to expelling the any student, conduct a hearing to be governed by the procedures outlined below herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d and Public Act 15-96, and the applicable provisions of the Uniform Administrative Procedures Act. Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for above herein shall be held as soon as possible after the expulsion.

B. Hearing Panel

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast. Alternatively, the Board may appoint an impartial hearing board composed of one or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter; provided that no member of the Board may serve on such panel.
C. Hearing Notice

1. In accordance with Board Policy, written notice of the special expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s), at least a reasonable time prior to the time of the hearing.

2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.

3. The written notice of the expulsion hearing shall inform the student of the following:
   a. The date, time, place and nature of the hearing.
   b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
   c. A short, plain description of the conduct alleged by the administration.
   d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
   e. The student may cross-examine witnesses called by the Administration.

3-Af. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.

4-q. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is handicapped (are) disabled.

4-i. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

4-j. Information about free or reduced-rate legal services and how to access such services.

D. Hearing Procedures

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, board members and counsel,
briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.

2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
Student Discipline—Suspension/Expulsion; Due Process—

7. The charges will be introduced into the record by the Superintendent or his designee.

8. Formal rules of evidence will not be followed. The Board or its impartial hearing board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The presiding officer will rule on testimony or evidence as to it being immaterial or irrelevant.

4. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.

5. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.

9. Each witness for the administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the presiding officer and by Board members of the board or impartial hearing board.

40. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the presiding officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the presiding officer and/or by the Board or impartial hearing board. Concluding statements will be made by the administration and then by the student and/or his or her representative.

11. In cases where the respondent has denied the allegation, the Board or impartial hearing board must determine whether the respondent committed the offense(s) as charged by the Superintendent.

9. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.

12. The Board or impartial hearing board must also deliberate on the disciplinary action to be imposed upon the student. When considering the length and conditions of expulsion, the Board may review the student’s attendance record or academic record during its deliberations on this issue’s attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student’s cumulative record, except as so provided in
Section V.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.

43-11. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be received at the hearing, but may only be considered in the determination of only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.

44-12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board or impartial hearing board either on a question of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student’s records, make a recommendation to the Board or impartial hearing board as to the appropriate discipline to be applied.

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

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

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

E. Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student’s participation in any alternative educational program provided by the district in accordance with this policy, unless
the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. Stipulated Agreements

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

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

16. In keeping with Conn. Gen. Stat. §10-233d and the Gun Free Schools Act, it shall be the policy of the Board to seek expulsion of a student for one full calendar year for: the conduct described in Section V(A)(1), (2) and (3) of these policies. The board or impartial hearing board may modify the term of expulsion on a case-by-case basis.

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

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

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

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

The Board of Education is not required to offer an alternative educational opportunity to any pupil between the ages of sixteen (16) and eighteen (18) who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity. The age limitations for the provision of an alternative educational opportunity shall not apply to pupils requiring special education as defined by federal law.

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

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

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

D. Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA")
Notwithstanding Sections IX.A. through C. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

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

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required as described in this policy.

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

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

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

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

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

**XI. Change of Residence During Expulsion Proceedings**

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

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
49.2 Where a student enrolls in the district during the period of expulsion from another public school district, the Board—or impartial hearing board may adopt the decision of the pupil/student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board—or impartial hearing board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district’s expulsion would also warrant expulsion by the Board—or impartial hearing board.

B. Student moving out of the school district:

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

24. If a pupil enrolls in the district while an expulsion hearing is pending in another school district, such student shall not be excluded from school pending completion of such expulsion hearing unless an emergency exists, as defined above. The Board—or impartial hearing board shall retain the authority to suspend the pupil or to conduct its own expulsion hearing.
Student Discipline—Suspension/Expulsion; Due Process

XII. Procedures Concerning Special Needs Students—(Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. Suspension of IDEA students:

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA, or who have received special education and/or related services under the IDEA within the last three years, or who have been referred for special education within the last three years (an "identified student")—1. Notwithstanding any provision to the contrary, if suspension or expulsion is considered as a consequence of an identified student's conduct, or if the Board of Education is contemplating a change of placement for more than ten (10) school-days per school year for an identified student who has engaged in other behavior that has violated any rule or code of conduct of the school district that applies to identified or non-identified students, the following procedures shall apply:

1. The Administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

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

a. If an identified student engages in conduct that would lead to a recommendation for disciplinary action not contemplated by a child's behavior plan—

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

i. The parents of the student must be notified of the decision to take disciplinary action recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to take that action suspend was made, and must also receive a copy of all the special education procedural safeguards; and must either be hand-delivered or sent by mail
to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.

ii. in the case of a recommendation for expulsion, or a disciplinary action that would result in the suspension of an identified student for greater than ten (10) school days per school year, the school district shall immediately convene the student’s planning and placement team ("PPT") as soon as possible, but in no case later than ten (10) school days after the recommendation for such discipline was made for the purpose of reviewing or the suspension that constitutes a change in placement was made. The student’s PPT shall consider the relationship between the student’s disability and the behavior that led to the recommendation for such discipline or the suspension which constitutes a change in placement, in order to determine whether the student’s behavior was a manifestation of his/her disability. During the process of manifestation review, a student may be suspended for up to ten (10) school days. An identified student must not be suspended for more than ten (10) days per calendar year, without the school district’s conducting a manifestation PPT.

b. 3. If the student’s PPT finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommendation for expulsion. The PPT shall consider the student’s misconduct and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the IEP of the identified student does not contain a current behavior intervention plan, the PPT must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the IEP of the identified student contains a current behavior intervention plan, the PPT must convene as necessary to review and/or modify the behavior intervention plan or the suspension that constitutes a change in placement.
Student Discipline—Suspension/Expulsion; Due Process—

Procedures Concerning Special Needs Students (IDEA) (cont.)—

4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion, to the extent that a non-identified student would be subject to such discipline, or suspension that constitutes a change in placement.

5. During any period of expulsion, or suspension of greater than ten (10) days per school year, an identified student shall receive an alternative educational plan in accordance with the IEP, as modified by the PPT, in light of the student’s exclusion. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for exclusions of greater than ten (10) school days per school year, with an alternative education program in accordance with the provisions of the IDEA.

2. Notwithstanding the foregoing, the placement of an identified student may be changed as a disciplinary measure under the following circumstances:

6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

a. School personnel may transfer an identified student to an appropriate interim alternative educational setting, another setting, or suspension for not more than ten (10) school days per school year if such disciplinary action would also apply to non-identified students; or

C. Transfer of IDEA students for Certain Offenses:

b. School personnel may transfer an identified IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) calendar days if the student:

i. was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or

ii. knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or

C. School personnel may take disciplinary action against an identified student that would be taken against similar behavior by a non-identified student, including expulsion, if a PPT review of the-
relationship between the student's disability and the behavior subject to disciplinary action
concludes that the student's behavior was not a manifestation of the student's disability. Under
such circumstances, the Board of Education must continue to provide a free appropriate public
education to the identified student.

3. The Board of Education may report a crime committed by an identified student to
the appropriate law enforcement authority—Has inflicted serious bodily
injury upon another person while at school, on school premises or at a
school function.

(Note: The following definitions shall be used in this subsection—The term
"dangerous XII C."

1. Dangerous weapon means a weapon, device, instrument, material, or
substance, animate or inanimate, that is used for, or is readily capable of,
causing death or serious bodily injury, except that such term does not
include a pocket knife with a blade of less than 2.5 inches in length.)
2. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

3. Illegal drug means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

Student Discipline—Suspension/Expulsion; Due Process—

4. Serious bodily injury means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Concerning Special Needs Students—(Sec.Governing Expulsion of Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”))

Following are procedures concerning A. Expulsion of students who have been identified as having one or more disabilities eligible for educational accommodations under Section 504 of the Rehabilitation Act, which student does not fit the criteria listed in the above of 1973:

Except as provided in subsection (a—"student with disabilities"): I.

Notwithstanding B. below, notwithstanding any provision to the contrary, if suspension or expulsion is considered as a consequence of a student with disabilities’ conduct, or if the Board of Education is contemplating a change of placement for more than ten (10) school days per school year for student with disabilities who has engaged in other behavior that the Administration recommends for expulsion in a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students with or without disabilities, the following procedures shall apply:

a. If student with disabilities engages in conduct that would lead to a recommendation for suspension or expulsion,

   i. The parents of the student must be notified of the decision to suspend or expel on the date on which the decision to take that action was made; and recommend the student for expulsion.

   ii. In the case of a recommendation for expulsion, the district shall immediately convene the student’s Section 504 Team ("504 Team") as soon as possible, for the purpose of reviewing the relationship
between the student's disability and the behavior that led to the recommendation for such discipline, in order to expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.

b. If the 504 Team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The 504 Team shall consider the student's misconduct and revise the 504 Plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the 504 Plan of the student with disabilities does not contain a current behavior intervention plan, the 504 Team must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the 504 Plan of the student with disabilities contains a current behavior intervention plan, the 504 Team must convene as necessary to review and/or modify the behavior intervention plan.—

c. If the 504 Team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion, to the extent that a student without disabilities would be subject to such discipline.—

**Notification to Parents or Guardian**—

3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.

4. The parents or guardian of any minor pupil either expelled or suspended or removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of expulsion suspension or removal from class.—

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

Student Discipline—Suspension/Expulsion; Due Process

XIV. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

Notification to Parents or Guardian (cont.)

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

2. The Superintendent of Schools shall forward to the pupil concerned and his/her parents, or the pupil if he/she has attained the age of 18, a copy of this Board policy on student discipline at the time the Superintendent sends out the notice that an expulsion hearing will be convened. B. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. Early Readmission to School

An expelled pupil/student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

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

XVII. Compliance with Documentation and Reporting Requirements

1. The Board of Education shall include on all disciplinary reports the individual student’s state-assigned student identifier (“SASID”).
2. The Board of Education shall report all suspensions and expulsions to the State Department of Education.

2–3. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

3–4. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a–3, the violation shall be reported to the local police.

Legal References:

Connecticut General Statutes 4-177–4-180 Contested cases. Notice. Record:

§§ 4-176e through 4-180a Uniform Administrative Procedures Act)
§§ 10-233a–through 10-233e Suspension and expulsion of students.
§ 10-233f In-school suspension of pupils–students.
§ 21a-408a through 408p Palliative Use of Marijuana
§ 29-38 Weapons in vehicles
§ 53a-3 Definitions
§ 53a-206 (definition of “weapon”)

Public Act 14-76, “An Act Concerning the Governor’s Recommendations Regarding Electronic Nicotine Delivery Systems And Youth Smoking Prevention”

Public Act 14-229, “An Act Concerning The Expungement Of A Pupil’s Cumulative Education Record For Certain Expulsions”

Public Act 14-234, “An Act Concerning Domestic Violence And Sexual Assault”


Public Act 98-139


Federal law:

Honig v. Doe, 484 U.S. 305 (United States Supreme Court-1988)


18 U.S.C. § 921 (definition of “firearm”)
18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)
18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)
21 U.S.C. § 812(c) (identifying “controlled substances”)
34 C.F.R. § 300.530 (defining “illegal drugs”)
Gun-Free Schools Act, Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at 20
U.S.C. § 7151)

Policy adopted: September 14, 1999
Policy adopted: November 1, 2006
Policy revised:

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Student Discipline—Suspension/Expulsion; Due Process

Early Re-Admission of Expelled Students

1. The Superintendent’s office must receive a written request for early readmission of an expelled student from the parent/guardian or student.

2. The student must have served a minimum of 50% of the expulsion period to be considered for early readmission and have an attendance rate of 95% at the alternative program.

3. An early readmission meeting is scheduled through the Superintendent’s office, or designee. This meeting will be held with the principal and assistant principal, and will be chaired by the Superintendent’s designee.

4. The student and parent must be present at the early readmission meeting.

5. The student and parent must present evidence that the student is making academic progress; has had no further behavioral incidents and that the family has followed through with any recommendations from the original expulsion hearing (ex. family counseling, drug counseling, anger management.)

6. The school administration will present a recommendation to support early readmission or not, and why.

7. The decision will be shared verbally at the conclusion of the meeting and then sent to the parent in writing. The written decision will become a part of the student’s cumulative record.

8. If the school supports early readmission, a re-entry date will be recommended by the school administration.

9. The decision of the Superintendent, or designee, is final and cannot be appealed.

Effective July 1, 2013

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students

Off-School Misconduct

Conduct of Athletes

Membership Participation on an athletic team or in co-curricular or extracurricular activities is a privilege that carries the obligations to act responsibly and in the best interests of the student, team or group/organization, and the school. This privilege may be revoked if the student fails to meet this reasonable requirement. Students who choose to participate on athletic teams or in co-curricular or extracurricular activities voluntarily accept team or group discipline, which may include higher or stricter standards of conduct. Therefore, all athletes and co-curricular or extracurricular activity participants shall abide by the code of conduct which will earn them the honor and respect that participation and competition in the interscholastic program affords programs and co-curricular or extracurricular activities afford.

The Board may suspend or remove students from participation in or leadership positions in athletics or co-curricular or extracurricular activities in its discretion to promote or maintain the safety, welfare, and discipline of students and others involved in the activities. Such action may be based on off-school misconduct in accordance with Board policy and applicable law. Any such decisions to suspend or remove students from participation in co-curricular or extracurricular activities shall be made in compliance with state and federal discrimination laws.

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

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students

Off-School-Misconduct

Conduct of Participants in Other Extra-Curricular Activities

Participation in extra-curricular activities is a privilege. Off-school misconduct may result in denial of that privilege, including denial of participation in such activities, removal from leadership positions in such activities and denial of participation in local, regional or national organizations relating to the activity. The Board may suspend or remove students from participation in extra-curricular activities in its discretion to promote or maintain the safety, welfare, and discipline of students and others involved the activities. Any such decisions to suspend or remove students from participation in co-curricular or extracurricular activities shall be made in compliance with state and federal discrimination laws.

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

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students

Drug and Alcohol Use By Students

Policy Statement

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

Definitions

4--(1) Controlled Drugs: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to C.G.S. Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. C.G.S. Section 21a-240(6).

2--(2) Controlled Substances: means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to C.G.S. Section 21a-243. C.G.S. Section 21a-240(9).

3--(3) Professional Communication: any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. C.G.S. Section 10-154a(a)(4).

4--(4) Professional Employee: means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school." C.G.S. Section 10-154a(a)(2).

5--(5) Drug Paraphernalia: means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing
controlled drugs or controlled substances into the human body, including but not limited to all items specified in C.G.S. Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, crack cocaine vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. C.G.S. Section 21a-240(20)(A).
Students

Drug and Alcohol Use By Students

6. Pupil Services Team: means a team whose members may include a building principal, school nurse, school social worker, school psychologist and/or school counselor.

Procedures

4. (1) Emergencies:

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

2. (2) Prescribed Medications:

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

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

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

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

(a.) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student. In no event, however, will they be required to do so. C.G.S. Section 10-154a(b).

(b.) Any physical evidence obtained from such student through a professional communication indicating that a crime has been or is being committed by the student must be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately
upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student from whom the evidence was obtained. C.G.S. Section 10-154a(b).

(c.-) Any professional employee who has received a professional communication from a student may obtain advice and information concerning appropriate resources and refer the student accordingly, subject to the rights of the professional employee as described in paragraph (a) above.

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

Volunteer Disclosure (cont.)

e. If confirmation of drug use is required under the circumstances, the professional employee will send the student to the school nurse or medical advisor. The parent or designated responsible person will then be notified.

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

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

(a.) The professional employee will immediately report the information to the building administrator or designee. The building administrator or designee will then contact the school's Pupil Services Team, refer the student to appropriate school staff members for intervention and counseling.

(b) Any physical evidence (for example, alcohol, drugs or drug paraphernalia) obtained from a student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(b). Because such evidence was not obtained through a professional communication, the name of the student must be disclosed to the building administrator or designee.

5. (c) Search and Seizure of Students and/or Possessions: A professional employee who reasonably suspects that a student is violating a state/federal law or a school substance abuse policy must immediately report his/her suspicion to the building administrator or designee. The building administrator or designee may then search a student's person or possessions connected to that person, in accordance with the Board's policies and regulations if he/she has reasonable suspicion from the inception of the search that the student has violated or is violating either the law or a school substance abuse policy.

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

Drug and Alcohol Use By Students

Involuntary Disclosure (cont.)

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

(a) Any student in the Hartford Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes §§ 21a-408a through 408c, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy.

(b) In conformity with the Board's student discipline policy, students may be suspended or expelled for drug or alcohol use off school grounds if such drug or alcohol use is considered seriously disruptive of the educational process. In determining whether the conduct is seriously disruptive of the educational process, the Administration and the Board may consider, among other factors: 1) whether the drug or alcohol use occurred within close proximity of a school; 2) whether other students from the school were involved; and 3) whether any injuries occurred.

(c) If a school administrator has reason to believe that any student was engaged, on or off school grounds, in offering for sale or distribution a controlled substance (as defined by Conn. Gen. Stat. § 21a-240(9), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat., §§ 21a-277 and 21a-278, the administrator will recommend such student for expulsion, in accordance with the Board's student discipline policy.

b.-(d) Students found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.

c.-(e) A meeting may be scheduled with the pupil services team and appropriate school staff members for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.

d.-(f) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.
Legal References:
Connecticut General Statutes:

- Section 10-154a
- Sections 10-154a:233a through 10-233f
- Section 10-212a;
- Section 21a-240:240
- Section 13-221
- Section 21a-243
- Section 21a-408a through 408q

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

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students

Gang Activity or Association

Gangs which initiate, advocate, or promote activities which threaten the safety or well-being of persons or property on school grounds or which disrupt the school environment are harmful to the educational process. The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute which indicates or implies membership or affiliation with such a group, presents a clear and present danger. This is contrary to the school environment and educational objectives and creates an atmosphere where unlawful acts or violations of school regulations may occur.

Incidents involving initiation, hazing, intimidation, and/or related activities of such group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students are prohibited.

The Superintendent will establish procedures and regulations to ensure that any student wearing, carrying or displaying gang paraphernalia, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be subject to disciplinary action.

The administration will provide in-service training in gang behavior and characteristics to facilitate staff identification of students at-risk and promote membership in authorized school groups and/or activities as an alternative.

Legal References:  Connecticut General Statutes
7-2941 State and local police training programs to provide training on gang-related violence.
7-294x Council to provide training to public school security personnel.
10-16b Prescribed courses of study.
10-221 Boards of education to prescribe rules.
29-7n Record and classification of gang-related crimes.
10-233a through 10-233f re in-school suspension, suspension and expulsion.
53-206 Carrying and sale of dangerous weapons.
53a-217b Possession of firearms and deadly weapons on school grounds.
Olesen v. Board of Education School District No. 228 (676 F. Supo. 820- (N.D. Ill. 1987).

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

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students

Gang Activity or Association

The type of dress, apparel, activities, acts, behavior or manner of grooming displayed, reflected or participated in by the student shall not:

1. Lead school officials to reasonably believe that such behavior, apparel, activities, acts, or other attributes are gang related and would disrupt or interfere with the school environment or activity and/or education objectives. No student on or about school property or at any school activity shall wear, possess, use distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang;

2. Present a physical safety hazard to self, students, staff, and other employees;

3. Create an atmosphere in which a student, staff or other person’s well-being is hindered by undue pressure, behavior, intimidation, overt gesture, or threat of violence, including but not limited to: soliciting others for membership into any gangs, requesting any person to pay protection or otherwise intimidating or threatening any person, committing any other illegal act or other violation of school district policies, inciting other students to act with physical violence upon any other person, imply gang membership or affiliation by gesture, handshakes, etc., and written communication, marks, drawing, painting, design, emblem upon any school or personal property or on one’s person.

If the student’s behavior or other attribute is in violation of the provision, the Principal or designee will request the student to make the appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The Principal will take appropriate corrective and disciplinary action.

Students identified as being gang involved, influences, or affiliated will be provided assistance, and/or programs which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorize school organizations.

Training to provide increased awareness of the threat to the safety of students, staff, and school property which gang-related activity poses, shall be provided on an as-needed basis. Additional presentation will be made available to individual schools, staff or students at the request of the principal. Presentations will provide training in current identification symbols used by those involved in gang-related activity and will include things such as the identification of hand signal, apparel, jewelry, and/or any other pertinent gang-related information.

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

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students

Hazing

Bullying Prevention and Intervention

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

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

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

For purposes of this policy, “Bullying” means the repeated use by one or more students of a written, 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.
Students

Hazing

Bullying Prevention and Intervention (continued)

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

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

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

As provided by state law, such Safe School Climate Plan shall:

1. 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;

2.1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually at the beginning of each school year of the process by which students may make such reports;

3.2. Enable the parents or guardians of students to file written reports of suspected bullying;

4.3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;

5.4. Require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
6.5. Require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

7.6. Include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;

8.7. Provide for the inclusion of language in student codes of conduct concerning bullying;
Students

Hazing

Bullying Prevention and Intervention (continued)

9-8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;

10-9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;

10. require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;

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

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

13. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

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

15. Require the Principal of a school, or the Principal’s designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal’s designee, believes that any acts of bullying constitute criminal conduct;
16. Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
Students

Hazing

Bullying Prevention and Intervention (continued)

17. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district’s safe school climate plan; and

18. Require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

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

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 for review and approval. 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 Certificate of qualification. Specific components of teacher preparation programs
10-220a In-service training. Professional development committees
10-222d Policy on bullying behavior
10-222g Prevention and intervention strategy re: bullying
10-222h Analysis of bullying policies
10-233a through 10-233f re: suspension and expulsion
D.A. 11-232 An Act Concerning the Strengthening of School Bullying Laws

Policy revised: June 17, 2008
Policy revised: May 19, 2009

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Policy revised: September 20, 2011
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

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 Behavior

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.

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: ___________________________ Grade: ___________________________
School: _________________________ Grade: ___________________________
Parent Name: _________________________ Email: _______________________
Tel/Cell: __________________________ Date Received at School: ______________
Date of Report: _______________________
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

Hazing

Safe School Climate Plan

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

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

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the Board of Education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education.

B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;

D. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board’s policies on student discipline, suspension and expulsion, and consistent with state and federal law.
Students

Hazing

Safe School Climate Plan (continued)

II. Definition of Bullying

A. “Bullying” means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student in the same 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.

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

III. Other Definitions

A. “Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications;

B. “Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system;

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

Hazing

Safe School Climate Plan

III. Other Definitions (continued)

D. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

E. "Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional Board of Education;

F. "Prevention and intervention strategy" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;

G. "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults;

H. "School employee" means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional Board of Education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional Board of Education;
Students

Hazing

Safe School Climate Plan

III. Other Definitions (continued)

I. “School-Sponsored Activity” shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

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

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator (“Coordinator”). The Coordinator shall:

1. be responsible for implementing the district’s Safe School Climate Plan (“Plan”);
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district’s Plan.

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal’s designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan
A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
Students

Hazing

Safe School Climate Plan

V. Development and Review of Safe School Climate Plan (continued)

B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) implement the provisions of the school security and safety plan, if applicable, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying; 4) review and amend school policies relating to bullying; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees and parents/guardians on issues relating to bullying; 7) collaborate with the Coordinator in the collection of data regarding bullying; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to, receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

D. Not later than January 1, 2012, the Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board’s and each individual school in the school districts web site and ensure that the Safe School Climate Plan is included in the school district’s publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
Students

Hazing

Safe School Climate Plan

VI. Procedures for Reporting and Investigating Complaints of Bullying (continued)

B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student’s identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student’s identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous complaints reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous complaint report.

C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student’s name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate
Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.
Students

Hazing

Safe School Climate Plan

VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students agains whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school’s response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian’s own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII. A., as it must include a description of the school’s response to such acts, along with consequences, as appropriate. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include
counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
Students

Hazing

Safe School Climate Plan

VII. Responding to Verified Acts of Bullying (continued)

E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board’s obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the Principal or designee deems appropriate.

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

VIII. Teen Dating Violence

A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.

B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.

C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.
IX. **Documentation and Maintenance of Log**

A. Each school shall maintain written complaints/reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board’s obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
Students

Hazing

Safe School Climate Plan

VII. Responding to Verified Acts of Bullying (continued)

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

IX. Other Prevention and Intervention Strategies

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

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

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

i. Non-disciplinary Interventions

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

Hazing

Safe School Climate Plan

IX. Other Prevention and Intervention Strategies (continued)

1. Non-disciplinary Interventions (continued)

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

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

ii. Disciplinary Interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board’s Student Discipline policy.

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

iii. Interventions for Bullied Students and Victims of Teen Dating Violence

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

a. **Counseling:** Referral to a school counselor, psychologist or other appropriate social or mental health service;

b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;

c. Encouragement of student to seek help when victimized or witnessing victimization;

d. Peer mediation or other forms of mediation, where appropriate;

e. Student Safety Support plan; and

f. Restitution and/or restorative interventions; and

g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.
Students

Hazing

Safe School Climate Plan

IX. Other Prevention and Intervention Strategies (continued)

iv. General Prevention and Intervention Strategies

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

a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying isor teen dating violence are likely to occur;

c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

e. School-wide training related to safe school climate, which training may include Title IX/sexual harassment training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;

f. Student peer training, education and support; and
g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
Students

Hazing

Safe School Climate Plan

IX. Other Prevention and Intervention Strategies (continued)

iv. General Prevention and Intervention Strategies (continued)

h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, teen dating violence including any such program identified by the Department of Education;

i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;

j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence based practices concerning same;

k. Use of peers to help ameliorate the plight of victims and include them in group activities;

l. Avoidance of sex-role stereotyping;

m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;

n. Modeling by teachers of positive, respectful, and supportive behavior toward students;

o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others; and

p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and

q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever
they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

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

Hazing

Safe School Climate Plan (continued)

XXI. Improving School Climate

[Individual schools should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school and/or district. These strategies should align with school improvement plans, school climate assessments, and be based on current data available on the quality of school climate within the school and/or district including, but not limited to, the type, nature, frequency etc. of behavior that may constitute or lead to bullying, teen dating violence, harassment or similar behavior. This section is intended to be broader in scope and should be targeted towards fostering positive school climate rather than exclusively preventing, investigating and otherwise responding to specific incidences of bullying and teen dating violence.] OR The District recognizes that a positive school climate is crucial in reducing or eliminating bullying conduct in its schools. The measures described in this Safe School Climate Plan are designed to promote a positive school climate, and their successful implementation involves a partnership among administrators, teachers, other staff members, parents and students themselves. This Plan is subject to periodic review and revision to assure that it effectively promotes a positive school climate. All members of the school community are encouraged to participate in that effort by conveying to the Safe School Climate Coordinator their questions, concerns and recommendations regarding this Plan and its implementation.

XI. Annual Notice and Training

A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district’s safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

D. After July 1, 2014, any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

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

Hazing

Safe School Climate Plan

Legal Reference: Connecticut General Statutes

10-145a Certificate of qualification—Specific components of teacher preparation programs.


10-220a In-service training. Professional development committees.

10-222d Policy on bullying behavior

10-222g Prevention and intervention strategy re: bullying

10-222h Analysis of bullying policies

10-233a through 10-233f re: suspension and expulsion

PA-11-232 An Act Concerning the Strengthening of School Bullying Laws.
Regulation approved:
cps 9/11
PUBLIC SCHOOLS
REPORT OF SUSPECTED BULLYING BEHAVIORS OR TEEN DATING VIOLENCE
(School Employees Should File with the School Principal)
(Parents and Students May File with the School Principal or Any Other School Employee)

Name of Person Completing Report: ________________________________

Date: __________________

Target(s) of Behaviors/Violence: ________________________________

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

Complaint Report Filed Against: ________________________________

Date of Incident(s): ________________________________

Location(s): ________________________________ Time: ________________

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

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

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

Name Address Telephone Number

__________________________________________________________

__________________________________________________________

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

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

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

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

Was the report verbal or written?
________________________________________________________________________________________________________________________________________________________

Proposed Solution:

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

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

Signature of Complainant/Reporter ________________________________ Date ________________________________
Submitted ________________________________ Date Received ________________________________
For Staff Use Only:

Has reporter student requested anonymity? □ Yes □ No

Does the school have parent/guardian consent to disclose that a complaint as to this student’s name has been filed in connection with the investigation? □ Yes □ No

Administrative Investigation Notes (use separate sheet if necessary):

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Bullying Verified? □ Yes □ No

Remedial Actions(s) Taken: _____________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

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

Parents’ Names: ___________________________________________ Date Notified: ______________
Parents’ Names: ___________________________________________ Date Notified: ______________
Parents’ Names: ___________________________________________ Date Notified: ______________
Parents’ Names: ___________________________________________ Date Notified: ______________

If Bullying Verified, Has Invitation to Meetings Been Held with Parents of Students?

Parents’ Names: ________________________________________ Date Sent: ______________
Parents’ Names: ________________________________________ Date Sent: ______________
Parents’ Names: ________________________________________ Date Sent: ______________
Parents’ Names: ________________________________________ Date Sent: ______________

Date of Meetings:
____________________________________________________________________________________
____________________________________________________________________________________

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan? ______
Yes  No
(Attach bullying complaint, and witness statements. If bullying is verified, attach notification to parents of students involved. Invitations to Parent Meetings, Records of Parent Meetings, invitation to parent meetings, and records of parent meetings)
PUBLIC SCHOOLS
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use Only:

School ___________________________ Date ___________________________

Location(s) _______________________________________________________

Reported Information:

☐ Anonymous student report
☐ Staff Member report Name ___________________________
☐ Parent/Guardian report Name ___________________________
☐ Student report Name ___________________________

Student Reported as Committing Act: ________________________________

Student Reported as Victim: _______________________________________

Description of Alleged Act(s): _____________________________________

Time and Place: ___________________________________________________

Names of Potential Witnesses: _______________________________________

For Staff Use Only:

Action of Reporter: __________________________________________

Administrative Investigation Notes (use separate sheet if necessary):

________________________________________________________________
________________________________________________________________
________________________________________________________________

Bullying Verified? □ Yes □ No

Remedial Action(s) Taken: ______________________________________
________________________________________________________________

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

Parents’ Names: ___________________________ Date Notified: __________
Parents’ Names: ___________________________ Date Notified: __________
Parents’ Names: ___________________________ Date Notified: __________
Parents’ Names: ___________________________ Date Notified: __________

If Bullying Verified, Has Invitation to Meetings Been Held with Parents of Students Involved?

Parents’ Names: ___________________________ Date Sent: __________
Parents’ Names: ___________________________ Date Sent: __________
Parents’ Names: ___________________________ Date Sent: __________
Parents’ Names: ___________________________ Date Sent: __________

Date of Meetings:

________________________________________________________________

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?
□ Yes □ No

(Attach bullying complaint, and witness statements, and, If bullying is verified, attach notification to parents of students involved – if bullying is verified, Invitations to Parent Meetings, Records of Parent Meetings, Invitations to parent meetings, and records of parent meetings).
Students

Food-Allergy Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease

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

The goals for our district wide plan include:

1. Maintaining the health and protecting the safety

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

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

II. Individualized Health Care Plans and Emergency Care Plans

1. Ensuring that interventions and individualized health care plans for students with life-threatening food allergies are based on medically accurate information and evidence-based practices. If the district obtains medical documentation that a child has a life-threatening food allergy or GSD, the district shall develop an individualized health care plan (IHCP) for the child. Each IHCP should contain information relevant to the child's participation in school activities, and should
attempt to strike a balance between individual, school and community needs, while fostering normal development of the child.

2. The IHCP should be developed by a group of individuals, which shall include the parents, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s); classroom teacher(s); and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.

3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with GSD, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:

   a. classroom environment, including allergy free considerations, or allowing the student with GSD to have food/dietary supplements when needed;
   b. cafeteria safety;
   c. participation in school nutrition programs;
   d. snacks, birthdays and other celebrations;
   e. alternatives to food rewards or incentives;
   f. hand-washing;
   g. location of emergency medication;
   h. who will provide emergency and routine care in school;
   i. risk management during lunch and recess times;
   j. special events;
   k. field trips, fire drills and lockdowns;
   l. extracurricular activities;
   m. school transportation;
   n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
   o. staff notification, including substitutes, and training; and
   p. transitions to new classrooms, grades and/or buildings.

4. The IHCP should be reviewed annually, or whenever there is a change in the student's emergency care plan, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.

5. For a student with GSD, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with GSD on school grounds during the school day.

6. In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life threatening food allergy. The ECP s
part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:

a. The child’s name and other identifying information, such as date of birth, grade and photo;
b. The child’s specific allergy;
c. The child’s signs and symptoms of an allergic reaction;
d. The medication, if any, or other treatment to be administered in the event of exposure;
e. The location and storage of the medication;
f. Who will administer the medication (including self-administration options, as appropriate);
g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
i. Emergency contact information for the parents/family and medical provider.

7. In addition to the IHCP, the district shall also develop an ECP for each child identified as having GSD. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD, the ECP should include the following information:

a. The child’s name and other identifying information, such as date of birth, grade and photo;
b. Information about the disease or disease-specific information (i.e., type of GSD);
c. The child’s signs and symptoms of an adverse reaction (such as hypoglycemia);
d. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (i.e., Glycogen)
e. The location and storage of the medication;
f. Who will administer the medication (including self-administration options, as appropriate);
g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
i. Emergency contact information for the parents/family and medical provider.

8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student’s health care provider, including the student’s emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the child’s health care providers to clarify medical needs, emergency medical protocol and medication orders.
9. A student identified as having a life-threatening food allergy or GSD is entitled to an IHCP and an ECP, regardless of his/her status as a child with a disability, as that term is understood under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), or the Individuals with Disabilities Education Act ("IDEA").

10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district’s policies and procedures regarding the administration of medications to students.

11. Whenever appropriate, a student with a life-threatening food allergy and/or GSD should be referred to a Section 504 Team for consideration if/when there is reason to believe that the student has a physical or mental impairment that substantially limits one or more major life activities, as defined by Section 504. Whenever appropriate, students with life-threatening food allergies and/or GSD should be referred to a PPT for consideration of eligibility for special education and related services under the IDEA, if there is reason to suspect that the student has a qualifying disability and requires specialized instruction.

12. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student’s needs on an individualized, case-by-case basis.

III. Training/Education

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

2. Each school within the district shall also provide age-appropriate information to students about food allergies and GSD, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school’s policies regarding food and/or snacks.

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

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Defining a formal process for identifying, managing, and ensuring continuity of care for students with life-threatening food allergies across all transitions (Pre-K through Grade-12). Encouraging the use of non-food items as incentives, rewards or in connection with celebrations.

Reference:

4. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia.
5. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

V. Communication

1. Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools by the Connecticut State Department of Education—2006. As described above, the school nurse shall be responsible for coordinating the communication between parents, a student's individual health care provider and the school regarding a student's life threatening allergic condition and/or GSD. School staff responsible for implementing a student's IHC will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such emergency.

2. Legal References-CT General Statute [CGS 10-217a] June, 2004 and Public Act [CGS 05-104] June, 2006 Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.
Students
Food Allergy Management Plan

In order to minimize the risks and provide a safe educational environment for food-allergic students, our district-wide school responsibilities include the following:

- Being knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply.
- Reviewing health records submitted by parents and physicians.
- Inclusion of food-allergic students in school activities.
- Identification of a core team, which is not limited to: school nurse, teacher, principal, registered dietician, and counselor (if available) to work with parents and the student (age appropriate) to develop and implement an individual care plan for all students with life threatening food allergies.
- Provide information to staff that interact with the allergic student on a regular basis about understanding food allergy, recognizing symptoms, responding to an emergency, as well as working with other school staff to eliminate the use of food allergens in the allergic student’s meals, educational tools, arts and crafts projects, or incentives.
- Coordination with the school nurse to ensure that medications are appropriately stored in an easily accessible secure location, an emergency kit is available, an emergency physician’s standing order for epinephrine is available in every health room.
- Designate school personnel who are properly trained to administer medications in accordance with State Education Laws, Good Samaritan Laws and Local Board Policies governing the administration of emergency medications.
- Being prepared to handle a reaction and ensuring that there is a staff member available who is properly trained to administer medications during the school day.
- Reviewing policies/prevention plan with the core team members, parents/guardians, student (age appropriate), registered dietician and physician and revise as needed.
- Discussing appropriate management of food allergy with student and parents/guardians.
- Discussing field trips with the family of the food allergic child to decide appropriate strategies for managing the food allergy.

3. The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their child’s classroom or school.

4. Following federal/state/district laws and regulations regarding sharing of student information, including medical information about the student.
- Taking threats or harassment against an allergic child seriously.

5. The district shall make the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease available on the Board’s website.
6. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

References:
2. Monitoring the District's Plan and Procedures

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

2. School The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Managing Students with Food Allergies developed by American School Food Service Association; National Association of Elementary School Principals; National Association of School Nurses; National School Boards Association and The Food Allergy & Anaphylaxis Network and/or Glycogen Storage Disease.

Students
Food-Allergy Management Plan
Legal References:

State Law/Regulations/Guidance

State legislation:
PA 05-104 an Act concerning Food Allergies and the Prevention of Life Threatening Incidents in School
CGS Conn. Gen. Stat. § 10-212a Administration of Medications in Schools
The Regulations of Connecticut State Agencies § 10-212a-1 through 10-212a-7
Conn. Gen. Stat. § 10-212c Life-threatening food allergies: Guidelines; district plans
CGS Conn. Gen. Stat. § 10-220i Transportation of students carrying cartridge injectors
Conn. Gen. Stat. § 19a-900 Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.
CGS Conn. Gen. Stat. § 52-557b “Good Samaritan Law.” Immunity from liability for emergency, medical assistance, first aid or medication by injection-injector. School personnel not required to administer or render.

PA-05-144-NS 05-272 an Act Concerning the Emergency Use of Cartridge Injectors
PA-05-122-an Act Concerning Food Allergies
PHC §10-13-B42 requiring annual training on the issues and concerns in regards to food allergies in the school environment for food-service employees

Regs. Conn. State Agencies § 10-212a-1 through 10-212a-7 Administration of Medication by School Personnel


Federal Legislation—Law:
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.
The Americans with Disabilities Act (ADA) of 1990 (ADA), 42 U.S.C. § 12101 et seq.
The Individuals with Disabilities Education Act (IDEA)
The Family Education Rights and Privacy Act of 1974 (FERPA)
Occupational Safety and Health Administration (OSHA)
Connecticut State Department of Education—2006

Policy adopted: November 8, 2006

Policy revised: HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Students
Search and Seizure

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

2. Search of a Locker, Desk and Other Storage Area
   a. Lockers, desks and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The Board of Education authorizes the administration and/or law enforcement officials to conduct random inspections of lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

   b. If the school administration reasonably suspects that a pupil is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.

   c. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

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

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

Legal References:

Connecticut General Statutes:
   Section 10-221, Boards of Education to prescribe rules
   Section 54-33n, Searches
Students
Search And Seizure

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

2. Search of a Locker, Desk and Other Storage Area
   a. The Board of Education provides lockers, desks, gym baskets and other storage areas in which pupils may keep and store personal belongings and materials provided by the Board of Education. Such storage areas are the property of the Board of Education.
Students
Search And Seizure (cont.)

b. No pupil shall keep or store personal belongings or materials provided by the Board of Education in any storage area other than one provided by the Board of Education and designated for his/her use by the school administration.

c. Each pupil shall be responsible for maintaining any storage area assigned to him/her for his/her use in an orderly and sanitary condition.

d. No pupil shall keep or store in a storage area assigned to him/her for his/her use any item the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of self or others (such as matches, chemicals, ammunition, weapons, drugs, tobacco, alcoholic beverages, etc.).

e. The use of lockers and other storage areas by pupils is a privilege. At all times such storage areas remain the property of the Board of Education. If the school administration reasonably suspects that a pupil is not maintaining a storage area assigned to him/her in a sanitary condition, or that the locker contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found. The school administration may authorize law enforcement officials to search lockers/storage areas in accordance with Board Policy 5142.12, Section 2(A).

f. When required by law and otherwise at the option of the building principal, an authorized central office official, or designee, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal, an authorized central office official, or designee.

3. Notice to Parents/Guardians

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

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

Regulation adopted: September 14, 1999 HARTFORD PUBLIC SCHOOLS
Regulation updated: November 1, 2005 Hartford, Connecticut
ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE (OPTIONAL ADDENDA REGARDING USE OF DOGS ON SCHOOL PROPERTY)

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

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

1. The administration shall authorize the search and the Principal or his/her designee shall be present while the search is taking place.

2. All school property such as lockers, classrooms, parking areas and storage areas may be searched.

3. Dogs shall not be used in rooms occupied by persons except as part of a program designed to inform students/parents of the capabilities of the dogs. Individual(s) shall not be subjected to a search by dogs.

4. Parents and students shall be notified of the Board’s policy concerning search and seizure and this regulation, which shall be publicized to students. Specific dates of planned searched need not be released.

5. When conducting a search of an individual or his/her effects based upon a dog’s signal, the Principal or his/her designee shall conform to the requirements of the Board’s policy and regulation pertaining to searches of a student, his/her effects and/or locker searches.

6. The administration of the district shall have sole authority for determining internal disciplinary action in regard to illegal substances or contraband on school property.

7. Although detection dogs may be under the control of law enforcement agencies, the administration of the district shall have sole determination as to when a sweep of schoo property will be conducted.

8. When detection dogs are employed, the school should follow standard protocol for a lockdown procedure prior to the dogs and their handlers entering the building.
ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE (OPTIONAL ADDENDA REGARDING USE OF BREATHALYZERS ON SCHOOL PROPERTY)

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

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

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

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

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

A. Testing to Confirm Reasonable Suspicion of Alcohol Use

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

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

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

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

B. Extracurricular/Voluntary School-Sponsored Events

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

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

1. All students participating in the activity or school-sponsored event will be asked to submit to a PAS screening. Students will be asked to breathe across the intake part of the device.

2. If the PAS device detects alcohol, the student shall be removed to a separate area for observation and questioning concerning alcohol consumption. After fifteen (15) minutes, the student will be asked to submit to a breathalyzer test to confirm the presence of alcohol.

3. Should the student test positive after the second test, school personnel will contact the student’s parents and the student shall be removed/denied entry to the activity or school-sponsored event.

4. Any student who refuses to breathe into the PAS device, or who refuses to submit to the breathalyzer test, may be excluded or removed from the activity or school-sponsored event and may face additional disciplinary actions.

5. The district retains the right to contact local law enforcement officials at any time, as deemed appropriate, consistent with district practice and policy.
Students
On-Campus Recruitment

Subject to the provisions of subdivision (11) of subsection (b) of section 19 of the Connecticut General Statutes, the secondary schools of the school district shall provide the same directory information and on-campus recruiting opportunities to representatives of the armed forces of the United States of America and state armed services as are offered to nonmilitary recruiters 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 or institutions of higher education. If a secondary school student objects in writing to the disclosure of a student's name, address or telephone number to a military recruiter or an institution of higher education, then the district shall disclose the student's name, address or telephone number to a military recruiter or an institution of higher education. The objection shall remain in force until the district re-issues the annual notification referenced above, after which time the parents and/or secondary school student must inform the school district in writing again of their objection to the disclosure of the information described above.

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

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

(cf. 5124 - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes


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

Transportation

The Board of Education will provide transportation for students under provisions of state law and regulations. The superintendent of schools shall consider the guidelines contained in this policy and shall administer the operation so as to:

1. Provide for maximum safety of students.
2. Supplement and reinforce desirable student behavior patterns.
3. Assist handicapped students appropriately.
4. Enrich the instructional program through carefully planned field trips as recommended by the staff.

1. provide for the safety of students, including consideration of hazardous conditions whether or not described in this policy;

2. provide for appropriate supervision for students while on school transportation, consistent with the Board’s student discipline policy; and

3. assist disabled students by providing appropriate specialized transportation when required by law.

Definitions:

1. "School transportation" means the procedure, program, or fully effective and implemented plan by which a pupil is conveyed transported to and/or from school from his/her residence or the bus stop at public expense, whether by use of publicly owned equipment or by contract. Such transportation shall be over public roads approved by the municipality or private roads approved pursuant to C.G.S. Section 10-220c.

2. "Walking distance" means the linear measure of a prescribed or authorized pedestrian route between the pupil’s residence and his/her school from a point at the curb or edge of a public or private road nearest the pupil’s residence to a point at the entrance of the school, or a safe entrance to the school grounds located within one hundred feet of the school building entrance or the bus pick-up area, or the route from the point on the public thoroughfare nearest the residence to the school bus or vehicle embarkation point established by the Board of Education.

3. "One mile walking distance" means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet, but not more than 5,380 feet.

4. "Grade K" means kindergarten, or a school program appropriate to a beginning pupil.

5. "Hazard" means a thing or condition, as prescribed in this policy under "Hazardous Conditions—Guidelines" that affects the safety of pupils walking to and from school and/or a designated bus pick-up area.

6. "Sidewalk" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, and marked by curbing, drainage
ditch, grass area or fencing; apart from and independent of any white line safety markings along the street pavement.

Students

Transportation

7.7. "Raised walk area" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any painted safety markings along the street pavement.

8.8. "Pupil" means any individual of school age enrolled in a public or nonprofit private school located within the school district or contiguous school district as the case may be.

Provision of Transportation

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned/leased facilities. Parents If parents volunteer, and the administration permits, parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient for the school district.

ResidentsIn determining the provision of transportation for resident public and parochial eligible private school students living outside of, the following limits, more or less, guidelines regarding walking distances will be considered. Distance measurements will be based on the most direct route from the student's home beginning at a point at the curb or edge of a public road or highway nearest the home to the edge of the school property or bus pickup areas will be furnished transportation by the Board of Education.

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<tr>
<td>K-1</td>
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Students living within the stated distance limits will receive transportation when, in the opinion of the Board, a hazard is present. Superintendent of Schools, it is in the best interests of the district to provide transportation.

Access to Bus Stops/Transportation

Parents and/or guardians are responsible for ensuring the safety of their children up until the point when students board the school bus or other school provided transportation, and after students get off the bus after school. This responsibility includes the selection of walking routes to/from any bus stop and/or the school building and the provision of supervision that is appropriate to the student's age, maturity and conditions along the walking route and/or at the bus stop at all times.

Given that bus pick up times may vary, the Board expects that parents and/or guardians will ensure that their children arrive at the bus stop in advance of any scheduled pick up time.
Hazardous Conditions—Transportation Guidelines

1. The maximum walking distances from home to school or to a prescribed point of embarkation are the following: (1) pupils below the age of ten or enrolled in grades K through 3, one mile; (2) pupils aged ten to twelve, or enrolled in grades 4 through 6, one and one-quarter miles; and (3) pupils aged twelve and over or enrolled in grades 7 through 12, one and one-half miles. Any walking route to either the bus stop or the school which is in excess of the above distances shall be hazardous.

5181(e)

Students
Transportation

The administration shall consider the following guidelines for hazardous conditions when making decisions regarding the transportation of children:

2. 1. A street or road having an adjacent or parallel sidewalk or raised walk area shall be deemed hazardous when any one of the following conditions exist:

a) For pupils under age ten, or enrolled in grades K through 3:
   (i) The absence of a pedestrian crossing light or crossing guard where three or more streets intersect, and a pupil is expected to cross the street; OR
   (ii) A. For pupils under age ten, or enrolled in grades K through 3, absence of pedestrian crossing light or crossing guard where three or more streets intersect, and at street crossings where there are no stop signs or crossing guards and the traffic count during the time that pupils are walking to or from school exceeds sixty vehicles per hour at the intersection, and a pupil is expected to cross the street.

b) For pupils over age ten, or enrolled in grades 4 through 12, the absence of a traffic light or stop signs or crossing guard at an intersection where three or more streets intersect and which has a traffic count which exceeds ninety vehicles per hour during the time that pupils are walking to or from school, and such pupils are expected to cross the street;

b) For all pupils:
   (i) a. For all pupils, any street, road, or highway with speed limits in excess of forty miles per hour which does not have pedestrian crossing lights or crossing guards or other safety provisions at points where pupils must cross when going to or from school or the bus stop; OR
   (ii) d. For all pupils, the usual or frequent presence of any nuisance such as open manholes, construction, snow plowed or piled on the walk area making walkways unusable, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including such nuisances which are hazardous or attractive to children.

3-2. Any street, road, or highway which has no sidewalks or raised walk areas shall be deemed hazardous if any one of the following conditions exist:

a) For pupils under age ten, or enrolled in grade K through 3:
(i) For pupils under age ten, or enrolled in grade K through 3, any street, road, or highway possessing a traffic count of sixty or more vehicles per hour at the time that pupils are walking to or from schools; OR
(ii) any street, road, or highway possessing a speed limit in excess of thirty miles per hour.

b) For all pupils:
(i) For all pupils, the presence of man-made hazards including attractive nuisances, as stated in number 41(c)(i) above; OR
(ii) any roadway available to vehicles that does not have a minimum width of approximately twenty-two feet; OR
(iii) any roadway available to vehicles that, when plowed free of snow accumulations, does not have a minimum width of approximately twenty feet; and OR
e) For pupils under age ten, or enrolled in grades K through 3, any street, road, or highway possessing speed limit in excess of thirty miles per hour.

(iv) Any street, road, or highway which has no sidewalks or raised walk areas shall be deemed hazardous when any street, road, or highway where the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the Connecticut Driver's Manual or Department of Transportation, Division of Design. Standard or other reasonable standard. 5181(d)

Students

Transportation

5. Any walkway, path, or bridge in an area adjacent or parallel to railroad tracks shall be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between pupils and the track; and any crossing of railroad tracks that carries moving trains during hours that pupils are walking to or from school or to and from a designated bus pick-up area shall be deemed hazardous unless: (1) a crossing guard is present; or (2) an automatic control bar is present at crossings used by pupils under age ten, or, a bar or red flashing signal light is operational when the crossing is used by pupils over ten years of age;

a) a crossing guard is present; OR
b) for pupil under age ten, an automatic control bar is present at crossings; OR

c) for pupils over age ten, a bar or red flashing signal light is operational.

4. For pupils in grades K through 4, the following conditions shall be deemed hazardous:

a) A lake, pond, stream, culvert, water-way, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the pupil and the water; OR

b) Any area adjacent to a roadway, sidewalk, or bridge having a drop of three or more feet per four feet of travel length on either side of the established lanes, in the absence of a fence or other suitable barrier shall be deemed hazardous for pupils in grades K through 4.
5. For pupils in grades K through 8, walking to or from school or the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed hazardous.

8. Any student walking along any street, road, walkway, sidewalk, or path designated as a walking route for all school pupils which passes through an area which has a history of aggressive acts of molestation resulting in actual or threatened physical harm or moral degradation during the hours when pupils ordinarily walk to or from school shall be deemed hazardous.

9. Walking to or from school or the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed hazardous for pupils in grades K through 8.

Applicability and Exceptions

10. These guidelines are applicable to private roads approved for passage of school transportation vehicles in accordance with C.G.S. Section 10-220c.

11. Special Education pupils and pupils eligible for services under Section 504 of the Rehabilitation Act shall be judged on an individual basis, and appropriate transportation provided.

12. Exception:

a. The Board of Education may grant an exception to any provision of this guideline set forth in this policy where a peculiar condition or combination of conditions renders such condition(s) a hazard based upon reasonable judgment; or where under the circumstances, other conditions exist under which the safety of students necessitates a variance with the guidelines within this policy.

Complaint Procedure

All complaints concerning school transportation safety shall be made in writing to the Superintendent of Schools or designee. The Superintendent or designee shall maintain a written record of all such complaints, and shall conduct appropriate investigations of the allegations in a timely manner. The investigation shall include 1) the review of the complaint raised with appropriate personnel responsible for transportation of students and 2) the opportunity for the parent or other person making the complaint to meet with the Superintendent to discuss the complaint and any possible resolution thereof. If a complaint covered by Section 10-186 of the Connecticut General Statutes, and is not resolved by the Superintendent, the Superintendent shall inform parent or guardian, or an emancipated minor or a pupil eighteen years of age or older, of his or her right to request a hearing regarding the complaint. Such hearing, if requested, shall be held in accordance with Section 10-186 of the Connecticut General Statutes, as it may be amended from time to time.

Legal Reference:

Connecticut General Statutes
10-186 Duties of local and regional boards of education
10-220 Duties of boards of education
14-275 Equipment and color of school buses
14-275a Use of standard school bus required, when
10-221c Development of policy for reporting complaints regarding school transportation safety
14-275b Transportation of handicapped, mobility impaired students
14-275c Regulations re school buses and motor vehicles used to transport Special Education students.
14-276a (c) - Town/school district may require its school bus-operators to have completed a safety training course.

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

Revised:

HARTFORD PUBLIC SCHOOLS  
Hartford, Connecticut
SOCIAL MEDIA

The Board of Education recognizes the importance and utility of social media and networks for its employees. The laws regarding social media continue to evolve and change. Nothing in this policy is intended to limit an employee’s right to use social media under applicable law, as it may evolve. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between this policy and applicable law in favor of the law.

Ordinarily, the use of social media by employees, including employees’ personal use of social media, will not be a legal or policy issue. While a policy cannot address every instance of inappropriate social media use, employees must refrain from social media use that:

1) interferes, disrupts or undermines the effective operation of the school district;
2) is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications;
3) creates a hostile work environment;
4) breaches confidentiality obligations of school district employees; or
5) violates the law, board policies and/or other school rules and regulations.

The Board of Education, through its Superintendent, will adopt and maintain administrative regulations to implement this policy.

Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d
Conn. Gen. Stat. § 31-51q
Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

ADOPTED: ______________
REVISED: ______________

September 4, 2013
ADMINISTRATIVE REGULATIONS REGARDING USE OF SOCIAL MEDIA

The Board of Education recognizes the importance and utility of social media and networks for its employees. The laws regarding social media continue to evolve and change. Nothing in the Board’s policy or these administrative regulations is intended to limit an employee’s right to use social media under applicable law, as it may evolve. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between the Board’s policy or these regulations and applicable law in favor of the law.

Ordinarily, the use of social media by employees, including employees’ personal use of social media, will not be a legal or policy issue. While a policy or regulation cannot address every instance of inappropriate social media use, employees must refrain from social media use that:

1) interferes, disrupts or undermines the effective operation of the school district;
2) is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications;
3) creates a hostile work environment;
4) breaches confidentiality obligations of school district employees; or
5) violates the law, board policies and/or other school rules and regulations.

Definitions:

Definitions:

The rapid speed at which technology continuously evolves makes it difficult, if not impossible, to identify all types of social media.

Thus, the term Social Media includes a variety of online tools and services that allow users to publish content and interact with their audiences. By way of example, social media includes:

(1) social-networking sites (i.e. Facebook, LinkedIn, Google+);
(2) blogs and micro-blogs (i.e. Twitter, Tumblr);
(3) content-sharing sites (i.e. Scribd, SlideShare); and
(4) imagesharing and videosharing sites (i.e. Flickr, YouTube, Instagram, Vine, Pinterest).
Board of Education includes all names, logos, buildings, images and entities under the authority of the Board of Education.

Rules Concerning Social Media Activity

1. All of the Board of Education’s policies and administrative regulations apply to employee use of Social Media in the same way that they apply to conduct that occurs in the workplace and off duty conduct. For example, Social Media use must comply with policies related to public trust, illegal harassment, code of conduct, and protecting confidential information.

2. Employees are required to comply with all Board of Education policies and procedures with respect to the use of computer equipment, networks or electronic devices when accessing social media sites. Any access to personal social media activities while on school property (including through the use of iPhones, Android devices or other smartphones) or using school district equipment must comply with those policies, and may not interfere with an employee’s duties at work.

3. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues. For example, on Facebook, absent an unrelated online relationship (e.g., relative, family friend, or personal friendship unrelated to school), it is not appropriate for a teacher or administrator to “friend” a student or his/her parent or guardian or otherwise establish special relationships with selected students through personal Social Media, and it is not appropriate for an employee to give students or parents access to personal postings unrelated to school.

4. Harassing, defamatory, obscene, abusive, discriminatory, threatening or similarly inappropriate communications through Social Media are prohibited. Such communications reflect poorly on the school district’s reputation, can affect the educational process and may substantially and materially interfere with an employee’s ability to fulfill his/her professional responsibilities.

5. Employees are individually responsible for their personal communications through Social Media. Employees may be sued by other employees, parents or others, and any individual that views an employee’s communication through social media as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. In addition, employees should consider refraining from posting anything that belongs to another person or entity, such as copyrighted publications or trademarked images. All of these activities are outside the scope of employment, employees may be personally liable for such claims.

6. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including a review of Social Media activity.
An employee should have no expectation of personal privacy in any personal communication made through social media while using district computers, cellular telephones or other electronic data devices.

7. All communications through Social Media must comply with the Board of Education’s policies concerning confidentiality, including the confidentiality of student information. For example, information about a student’s grades would never be appropriate to disclose. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with his/her supervisor prior to communicating such information.

8. An employee may not use Social Media in a manner that could reasonably be construed as an official school district communication (such as by referencing a Board of Education action), unless the employee uses an appropriate disclaimer to make it clear that the employee is speaking only on his or her behalf, or not as an agent of the school district or Board of Education. An example of such a disclaimer is: “the opinions and views expressed are those of the author and do not necessarily represent the position or opinion of the school district or Board of Education.” For example, except as may be permitted by Board policy, employees may not provide job references for other individuals on social media that indicate that such references are made in an official capacity on behalf of the Board of Education.

9. The Board understands that employees utilize social media and the web for personal matters in the workplace. While the Board reserves the right to monitor use of its computer systems, employees may engage in incidental personal use of social media in the workplace so long as such use does not interfere with operations and productivity, and does not violate other Board policies.

Additional Rules Concerning District-Sponsored Social Media Activity

1. In order for an employee to use social media sites as an educational tool or in relation to extracurricular activities or programs of the school district, the employee must seek and obtain the permission of his/her supervisor.

2. If an employee wishes to use social media sites to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club or a school-based activity or an official school-based organization, or an official sports team, the employee must also comply with the following rules:

   o The employee must set up the club, etc. as a group list which will be "closed" (e.g. membership in the group is limited to students, parents and
appropriate school personnel, and “monitored” (e.g. the employee had the ability to access and supervise communications on the social media site).

- Parents shall be permitted to access any page that their child has been invited to join.
- Access to the page may only be permitted for educational purposes related to the club, activity, organization or team.
- The employee responsible for the page will monitor it regularly.
- The employee’s supervisor shall be permitted access to any page established by the employee for a school-related purpose.
- Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such district-sponsored social media activity.

3. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any communication made through social media while using district computers, cellular telephones or other data devices.

4. An employee may not use district-sponsored social media communications for private financial gain, political, commercial, advertisement, proselytizing or solicitation purposes.

Important reminders for the Use of Social Media:

- **Use privacy settings, but don’t rely on them:** The nature of the Internet is such that what you “say” online will be captured forever and can be transmitted endlessly without your consent or knowledge. Employees should remember that any information that is shared online instantly becomes permanent and public -- even when supposed “privacy” settings are put in place.

- **Be respectful:** While certain speech is protected by law (and thus exempt from discipline), you should strive to be respectful of the institution, its students, other employees, vendors, suppliers, and other institutions, being mindful that social media are widely viewable on the Web. If you decide to post complaints or criticism, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, or might constitute harassment or bullying. Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on the poster and/or the Board and its institutional voice.

- **Be honest and accurate:** Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet
archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false about the Board of Education, fellow employees, students, parents or the community.

- **On all social media, think twice before posting:** Social media has the ability to send your message around the world instantaneously. Before you post, consider whether you want everyone to read what you've written. Any comment that you would not want to make in a public forum may not be one that you want to publish on a social media page.

- **Protect your identity:** Never publish the kind of personal information that could be used against you by identity thieves. This includes, but is not limited to your birthday, home address and your telephone numbers.

- **Terms of Service:** Read, understand and obey the terms of service of any social media.

- **Register Carefully:** Do not use school email addresses to register on social networks, blogs or other online tools utilized for personal use.

- **Photos/Videos Are a New Challenge:** With the proliferation of smartphones with cameras, it is easier than ever to take pictures or videos. However, posting, uploading or sharing any recording or images (including audio, pictures, and videos), taken in the workplace or at a Board-sponsored event, without advance authorization, is strongly discouraged. In addition, such photos could have unintended violations. For example, the photo could contain in the background, students receiving services or confidential documents that are legible.

**Disciplinary Consequences**

Violation of the Board’s policy concerning the use of social media or these administrative regulations may lead to discipline up to and including the termination of employment consistent with state and federal law.

**Legal References:**

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d
Conn. Gen. Stat. § 31-51q
Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520
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AGENDA

ITEM # 3

NEW BUSINESS

JUNE 21, 2016

CONTRACT APPROVAL:
SPECIALTY TRANSPORTATION

DR. SCHIAVINO-NARVAEZ
DR. SLATER

AMOUNT
$20,412,264.60

FUNDING SOURCE
GENERAL FUNDS

BACKGROUND

Hartford Public Schools transports over 12,000 students each day to and from school. The district needs to ensure that the transportation vendor maintains a superior record of safety, demonstrated reliable service and can provide these service at an affordable cost.

Specialty Transportation has been providing safe and efficient school transportation services for over 20 years. As one of Connecticut’s leading operators, they have a supreme safety record, with rigorous driver training programs and preventative computerized bus maintenance servicing to ensure the safety of all students.

Specialty Transportation is currently the contracted provider for the existing Board of Education Special Education transportation. They are a self-contained organization and can provide full bussing services for all student transportation. Specialty Transportation’s corporate headquarters are located in Hartford, providing direct access to corporate management.

In addition to an outstanding safety record and long history of reliability, of all the proposals submitted, Specialty Transportation has been able to propose the most cost effective solutions to meet Hartford Public Schools transportation needs. They will provide student school bus transportation for all zones for the next 3 school years. Each zone may include charter, non-public and vo-tech schools.

The new student transportation contract will result in almost a $2.3 million savings.

The RFP Negotiating Team for the Board of Education was comprised of Dr. Beth Schiavino-Narvaez, Superintendent, Dr. Donald Slater, Chief Operating Officer, Mr. Fred Till, Director of Transportation and Mr. William Diaz, City of Hartford Procurement Services Unit. A preliminary draft of the RFP scope of services, bus requirement and rate structures were outlined based on student data, routing analysis projections and current contractor vehicle utilization. The committee met several times to discuss the process, the minimum criteria for a transportation vendor, specifications and requirements for selection. Specialty Transportation is being recommended for a 3-year service contract.
RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Specialty Transportation for the term delineated in the contract ending June 30, 2019.
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AGENDA

ITEM # 4

NEW BUSINESS

JUNE 21, 2016

DR. SCHIAVINO-NARVAEZ
MR. SWAN

CONTRACT RENEWAL:
CBS THERAPY

AMOUNT
$651,014

FUNDING SOURCE
GENERAL AND SPECIAL FUNDS

BACKGROUND

CBS Therapy will be contracted to provide speech and language services to mandated Hartford Public Schools students who require these services. Due to the shortage of speech and language professionals, it is necessary to utilize this service to ensure compliance with State and Federal special education guidelines.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with CBS Therapy for the term delineated in the contract ending June 30, 2017, at a cost not to exceed $651,000.
1. Context/Overview

CBS Therapy will be contracted to provide speech and language services to mandated HPS students who require these services.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

To provide speech and language services to special education students who are mandated to receive these services. These are budgeted salaried positions that HPS is unable to fill due to a nationwide shortage.

3. Targeted populations to be served

Mandated special education students.

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

Compliance with State and Federal guidelines.

5. Alternative options (alternative sources, best priced solutions, etc.)

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

7. Is this a sole source vendor? ☑Yes ☐No ☐N/A

If sole source vendor, please specify why the purchase qualifies as sole source procurement:
  a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?
In order to be in compliance with State and Federal Special Education laws, and given that speech and language is a shortage area, CBS Therapy is the company that can provide qualified speech and language clinicians within very tight time constraints. CBS Therapy has a proven track record with Hartford Public Schools.

b. Any other information that supports the need for the sole source request.

8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant

   b. Please attach a copy of the grant abstract and other applicable documents
6/14/16

To: Susan Bassett
Executive Assistant to the Executive Director of Special Education
Hartford Public Schools
960 Main Street, 8th Floor
Hartford, CT 06103

From: Peter Erklauer, Director, CBS Therapy

**Scope of Services and Cost Projection Addendum**

Requested Services:

<table>
<thead>
<tr>
<th>Position</th>
<th>Start Date</th>
<th>End Date</th>
<th>Total Days</th>
<th>Hours per Day</th>
<th>Total Hours</th>
<th>Hourly Rate</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 7.0 FTE</td>
<td>8/30/16</td>
<td>6/08/17</td>
<td>182</td>
<td>7</td>
<td>12740</td>
<td>$73</td>
<td>$651,014</td>
</tr>
</tbody>
</table>

Total Cost $651,014

This projection is all inclusive and assumes that the therapists work every hour throughout the time stated. CBS Therapy only bills for actual time worked in district by the therapist.

**About Us**

CBS Therapy is the leading provider of school based therapy services in New England. We provide temporary and permanent staffing for speech-language pathologists (bilingual and monolingual), occupational therapists, physical therapists and OT and PT assistants. Our clients include early intervention agencies, school districts, charter schools, special needs schools/agencies and governmental agencies throughout New England.
AGENDA

ITEM # 5

NEW BUSINESS

JUNE 21, 2015

APPROVAL OF: ACADEMIC PROGRAMMING AT WEAVER HIGH SCHOOL

DR. SCHIAVINO-NARVAEZ
DR. S. SLATER

BACKGROUND

Due to the recent budgetary constraints for the City of Hartford, the school district and the Weaver High School construction project, it is being recommended that the Culinary Arts Academy be phased out. The Culinary Arts Academy will be replaced by the Journalism and Media Academy Magnet School in the new Weaver High School building. Additionally, it is being recommended that the Science Technology, Engineering, Arts and Mathematics (STEAM) Academy be replaced by Kinsella Magnet School of Performing Arts.

All partners who currently work with High School Inc., Kinsella Magnet School, and the Journalism and Media Academy have pledged that they will continue to be partners at the new location. All parents and community members of each of these schools have been notified through a series of meetings with the district and school administration. The University of Hartford, one of our strongest partners, has pledged their support and resources to this new concept. Hartford Public Schools is currently developing college-ready curriculum for the new academies.

Moving Kinsella and High School Inc. into the new Weaver High School will allow Hartford Public Schools to terminate two leases with significant cost savings for the district.

RECOMMENDATION

That the Hartford Board of Education approve a change in academic programming at Weaver High School and modified Educational Specifications for the project accordingly.
Academic Programming at Weaver High School

Executive Form

1. Context/Overview

Due to the recent budgetary constraints for the City of Hartford, the school district and the Weaver High School construction project, it is being recommended the academic programing at Weaver High School be changed.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

It is being recommended Culinary Arts be phased out. The Culinary Arts Academy will be replaced by the Journalism and Media Academy Magnet School in the new Weaver High School. Additionally, it is being recommended the Science Technology, Engineering, Arts and Mathematics Academy be replaced by Kinsella Magnet School of Performing Arts.

3. Targeted populations to be served

Students, families and community of Weaver High School, High School Inc., Kinsella High School, Journalism and Media Academy, and Culinary Arts Academy.

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

To provide a 21st century, state of the art school in the North End of Hartford.

5. Alternative options (alternative sources, best priced solutions, etc.)

N/A

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

Is this a sole source vendor? ☐ Yes ☐ No ☒ N/A
If sole source vendor, please specify why the purchase qualifies as sole source procurement:

“Every student and every school thrives”

960 Main Street Hartford CT 06103 • www.hartfordschools.org
a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

b. Any other information that supports the need for the sole source request.

7. For grants only:
   a. Identify partnerships and their financial commitment included in the grant
   b. Please attach a copy of the grant abstract and other applicable documents
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AGENDA

ITEM # 6

NEW BUSINESS

JUNE 21, 2016

CONTRACT RENEWAL:
CONNECTICUT BEHAVIORAL HEALTH

DR. SCHIAVINO-NARVAEZ
MR. SWAN

AMOUNT
$65,200

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

CT Behavioral Health provides psychological testing and consultations to special education students who are mandated to receive these services per PPT (Planning and Placement Team) recommendation. They also provide behavioral evaluations and consulting services to provide support and consultation to staff and to students identified as Emotionally Disturbed.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with CT Behavioral Health for the term delineated in the contract ending June 30, 2017, at a cost not to exceed $65,200.
1. Context/Overview

The Special Education Department utilizes the services of psychologists to provide psychological assessments and consultations for special education students who are mandated to receive these services. In addition, the Special Education Department utilizes the services of Behavior Evaluation and Consulting Services to provide support services and consultation to staff, and to students identified as Emotionally Disturbed.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

To obtain professionals to provide psychological assessments and consultations for our special education students who are mandated to receive these services, as well as provide support services and consultation to staff, and to students identified as Emotionally Disturbed.

3. Targeted populations to be served

Special Education students who are mandated to receive these services. Special Education staff who work with students identified as Emotionally Disturbed.

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

Upon recommendation of the PPT, psychological evaluations are used to provide specific information about a student to better inform the team when creating an individualized education plan for that student. Also, staff are trained in the development and implementation of a classroom behavior and management system, and appropriate classroom design and instruction in order to create the most optimal learning environment for students identified as Emotionally Disturbed.

5. Alternative options (alternative sources, best priced solutions, etc.)
6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

7. Is this a sole source vendor?  ☒Yes  ☐No  ☐N/A

If sole source vendor, please specify why the purchase qualifies as sole source procurement:

a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

   This is our fourth year contracting with Connecticut Behavioral Health after being chosen through the RFP process. We have been very satisfied with the quality of their evaluations.

b. Any other information that supports the need for the sole source request.

8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant

   b. Please attach a copy of the grant abstract and other applicable documents
SCOPE OF SERVICES AUGUST 25, 2016 – JUNE 30, 2017: GENERAL CONSULTING AND ASSESSMENT SERVICES

I. Behavioral Support Program Development (FBA/BIP):
   * Individual student program development/design and implementation:
   * Staff training on conducting FBAs, Developing BIPs, implementing BIPs
   * Intense behavioral program components designed to reduce problem behaviors
   * Functional Behavioral Assessments through data collection methods

II. Systems Consultation:
   * Pre-Referral Intervention Team Consultation: Record Review and Intervention Proposals
   * Applied Behavioral Analysis Methodology: Data collection and analysis
   * Special education and regular education classroom consultation
   * PPT attendance
   * IEP formulation and intervention design.
   * Recommendations provided for classroom management and program improvement: educational and therapeutic strategies provided
   * Monthly reports (including data analysis) on student progress

   **Inclusion of Special Education Students:**
   * Serious Emotionally Disturbed (SED) students into the regular education classroom.

III. Assessment Services:
   * Risk Assessments
   * Neuropsychological Assessments
   * Psychoeducational Evaluations
   * Diagnostic Evaluations

IV. Cost Analysis For Consulting and Assessment Services
   **A. Behavioral Consultants**
   * Ten (10) hours per week.
   * 1-2 Behavioral consultants to provide all of the aforementioned services across all district schools.
Total Cost of Behavioral Consultants: $120 per hour
$43,200 per year

B. Assessment Services:
* Assessments Range in Price from $1200-$3000

Estimating a total cost of $22,000 per year

V. Total Cost for Consultation and Assessment Services

Total Contract Costs: $65,200

CONTACT INFO:
Dr. Ryan Loss
Connecticut Behavioral Health, LLC
673 South Main Street
Cheshire, CT 06410
Office: 203-271-1430
Fax: 203-271-1800
lossrm@yahoo.com
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AGENDA

ITEM # 7

NEW BUSINESS

PROPOSED COLLECTIVE BARGAINING AGREEMENT: LOCAL 566 OF COUNCIL 4 AFSCME, AFL-CIO

JUNE 21, 2016

DR. SCHIAVINO-NARVAEZ

MS. CUTLER-HODGMAN

BACKGROUND

- The current contract expired on June 30, 2012.
- Negotiations for the new contract started on September 23, 2014.
- The Parties reached a tentative agreement on April 11, 2016.
- The membership of the bargaining unit ratified the tentative agreement on April 30, 2016.
- The Board must now take a formal vote on the proposed agreement.

RECOMMENDATION

That the Board of Education approves the proposed Collective Bargaining Agreement with the Local 566 of Council 4, American Federation of State, County and Municipal Employees, AFL-CIO.
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AGENDA

ITEM # 8

NEW BUSINESS

JUNE 21, 2016

PROPOSED COLLECTIVE BARGAINING AGREEMENT: THE HARTFORD FEDERATION OF SCHOOL SPECIAL POLICE OFFICERS, LOCAL 1018D, AFT, AFL-CIO

DR. SCHIAVINO-NARVAEZ
MS. CUTLER-HODGMAN

BACKGROUND

- The current contract will expire on June 30, 2016.
- Negotiations for the new contract started in April 2016.
- The Parties reached a tentative agreement on April 8, 2016.
- The membership of the bargaining unit ratified the tentative agreement on March 24, 2016.
- The Board must now take a formal vote on the proposed agreement.

RECOMMENDATION

That the Board of Education approves the proposed Collective Bargaining Agreement with the Hartford Federation of School Special Police Officers, Local 1018D, AFT, AFL-CIO.