

Hartford Board of
Education

Behavioral Systems and Supports Guide

Code of Conduct



A guide for all members of the
Hartford Public Schools community
designed to create and maintain positive,
supportive school environments and keep
students in school.



Revised January 29, 2020

Code of Conduct

Guidelines for Student Engagement and Positive and Proactive Behavioral Support



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Introduction



School Culture and Climate

Guaranteeing a School Culture and Climate in which all students feel safe and valued is one of Hartford Public Schools top priorities. Ensuring that each of our schools creates a positive, supportive, safe, and civil climate for students, families and staff will require the consistent application and reinforcement of community norms, values, practices, and policies that work to support positive, equitable and inclusive organizational culture.

The intended outcome of our Code of Conduct is a safe and civil school climate and culture that includes a spectrum of environmental and systemic supports and safeguards that improve learning conditions and behavioral outcomes for all students, address student’s social/emotional and behavioral needs, enhance student engagement and help students develop the adaptive skills essential to lifelong health and self-actualization.

Values and Beliefs

The actions of all Hartford Board of Education employees will be guided by an established set of values and beliefs that support a safe and civil district and school climate and culture that is relentlessly focused on Hartford’s children and youth.

We value the whole student. This means that each and every student will be treated with dignity in a physically, emotionally, and intellectually healthy and safe environment; that each and every student will be supported by culturally responsive teaching and learning; that each and every student will have positive and supportive relationships with caring adults; that each and every student will be empowered through voice and agency; and that each and every student will be prepared for college, career, and civic life.

We Believe In

- **Our beautiful and capable students** - HPS students are beautiful people filled with hopes and dreams and they have the capacity to achieve with the right opportunities and supports.
- **High expectations** - Because we know that our students are capable, we expect them to do great things in school and in life after high school. We also have high expectations of our leaders, educators, partners, and everyone shaping students’ educational experiences.
- **Inclusiveness** - We believe that our education community is better because of each of its members. We seek to understand both our commonalities and the ideas, backgrounds, interests, and views that make us unique and to create an environment where each individual—child and adult—is respected, connected, and valued.
- **Collaboration** - There is power in working together to make something great. This includes students who collaborate through active learning, and adults working together to achieve excellence.
- **Continuous improvement** - We believe that there is always room for improvement. That’s why we constantly strive to do better, to create environments where we can take risks in the name of excellence, and to constantly learn from our own and others’ work.
- **Systemic accountability** - We are each part of a system and must work together to ensure that student

outcomes improve at an accelerated pace. We believe in measuring and holding ourselves accountable for progress.

Statement of Purpose

Progressive public-school systems, have started to recognize that traditional systems of discipline for unwanted behavior do *not teach* desired behavior, do not *repair the harm that was done to everyone involved – victim and offender* – and do nothing to address underlying problems that may have led to the offensive behavior in the first place.

The Code of Conduct - Guidelines for Student Engagement and Positive and Proactive Behavior Support (“Code” or “Guide”) provides all Hartford Public School personnel with guidelines related to: (1) our priority of guaranteeing that ALL students feel safe and valued; (2) norms for positive and supportive adult - student interactions; and (3) our responsibility for modeling and shaping student behavior in school and in the surrounding community.

This guide is a manual for positive and proactive student engagement and behavioral support. The intent is to:

- Establish a consistent system of supports for student’s psycho-educational, social, emotional and behavioral needs, ensure those supports are executed in a consistent fashion throughout the district, and ensure that school staff employ positive and proactive responses to student needs, especially in the presence of student behavior that is inconsistent with established school community norms, values, practices, rules and regulations.
- Establish consistent, restorative solutions for responding to behaviors that are inconsistent with established school community norms, values, practices, rules and regulations that (1) are age-appropriate, (2) are fair, (3) address the underlying problem that may have led to the disciplinary consequence, (4) teach the desired replacement behavior, (5) are focused on repairing harm, and (6) are designed to help students, staff and families work together to maximize student engagement, learning conditions and outcomes.

Nondiscrimination & Equal Educational Opportunity

The Hartford Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, veteran status, gender identity or expression, genetic information, or any other basis prohibited by state or federal law , subject to the conditions and limitations established by law. (Policy 5162)

This Student Code of Conduct is reviewed annually and revised as appropriate and/or necessary.

Section I

Overview

This document is a guide and manual for applying progressive, restorative discipline, for all Hartford Public School personnel. This guide lists the various incident types, suggests restorative responses, and, only if unavoidable, actions that would remove the student from the classroom environment. It is intended as a reasonable interpretation of federal and state law and district policy.

This guide may not address every situation related to student conduct. However, this document is a guideline for the implementation of our District Model of Excellence for the district priority of School Culture & Climate, and one of the six major district goals of increasing student perceptions of feeling safe and valued at school.

School and District Staff Responsibilities

It is imperative that all HPS BOE Employees:

- Understand that ensuring our students feel protected, safe and valued is one of our major district priorities.
- Understand the importance of interacting with all students in a caring, ethical, inclusive, nondiscriminatory and culturally responsive manner.
- Understand that Hartford Public Schools does not condone any practice that might compromise student privacy and/or negatively impact the physical or emotional well-being and safety of our students.
- Understand the *Standards of Conduct* established in the [HPS Employee Handbook](#), which specifies that:

As an educational institution, the Hartford Public Schools and its employees develop behavioral standards that influence positive, pro-social development of students. Employee behavior is expected to model rational and constructive adult conduct. Employee behavior that does not reflect positive, pro-social values will have a negative influence on the students and fellow employees, and is unacceptable.

- Be advised that all instructional practices, and classroom management/behavior management practices must:
 - Conform to our district priority of ensuring our students feel protected, safe and valued
 - Be based on valid sources of evidence for determining their effectiveness
 - Be properly reviewed and approved by the administration
 - Conform to our district-wide directive for interacting with students in a caring, ethical, inclusive, nondiscriminatory and culturally responsive manner
 - Conform to our Standards of Conduct for employee behavior of interacting with all students in a rational, constructive manner that reflects positive social values

Student Responsibilities

All students have the responsibility to:

- Treat all members of the school community with respect and dignity.
- Understand and adhere to this Code of Conduct and other reasonable rules and regulations established by the administration, school authorities, administrators and teachers.
- Respect the rights of fellow students, as well as teachers, administrators, other school personnel, and school guests.
- Respect the educational process and learning environment by refraining from tardiness, truancy, and unexcused absences, and by fully participating in the academic life of the school.
- Act in a responsible and reasonable manner, as established by school community norms, values, practices, rules and regulations, while in attendance at all school or school related functions held on or off school grounds.
- Come prepared for class, complete assignments and make-up work on time.
- Initiate communication and inquire with the appropriate teacher, as to when and how class work, including examinations missed during absences, can be completed.

Parent Responsibilities

All parents have the responsibility to:

- Treat all members of the school community with respect and dignity.
- Understand school rules and policies and review them with their children.
- Ensure that their child attends school regularly and on time.
- Keep in regular communication with the school concerning their child's behavior and progress.
- Know and have access to all educational, medical, and similar records of their children.
- Inform, instruct, and assist their children to behave in a reasonable manner consistent with established school community norms, values, practices, rules and regulations, respecting the rights and property of others, in conformity with this Code.
- Bring to the attention of school Principal or designee any need for their child related to academic or behavioral support and collaborate with the school team in developing a positive and proactive solution.
- Attend and participate in any activity or conference arranged for the benefit of their child(ren).

School Administrator and Teacher Responsibilities

In addition to all School and District Staff Responsibilities listed above, School Administrators and Teachers have the responsibility to:

- Treat all members of the school community with respect and dignity.
- Understand state law, district policy, school rules and regulations set forth in the Code of Conduct.

- Ensure that students and parents are appropriately informed of district policy, school rules, regulations, and student, parent, and school personnel rights and responsibilities under the Code of Conduct.
- Model and maintain norms, values, practices and policies that address student's social/emotional and behavioral needs in a fair, consistent, positive, equitable and inclusive manner.
- Enact methods of student engagement and behavioral support that are positive, proactive restorative and progressive.
- Address student's social/emotional and behavioral needs and interact with student and family in an impartial, objective and professional manner.
- Address and resolve behaviors that are inconsistent with established school community norms, values, practices, rules and regulations in a restorative, productive, non-punitive manner by every reasonable means short of exclusion from school.
- Invite and encourage family participation, collaboration and communication with the school.
- Provide students with the opportunity to complete any class work, including examinations missed due to absence.
- Engage the services of special personnel, guidance counselors, district support staff and/or community agencies to support student's physical, emotional, cognitive, and social development.
- Ensure all communication with families is translated into native languages.
- Provide parents with learning opportunities related to the Code of Conduct and addressing their child's social/emotional and behavioral needs in a fair, consistent, positive, manner.
- Ensure due process by completing all forms provided for the documentation of behavioral incidents that are inconsistent with established school community norms, values, practices, rules and regulations, as required by law and by the Hartford Public School System.

Location of Behavioral Incidents

For the purposes of this guide, behavioral actions that are inconsistent with established school community norms, values, practices, rules and regulations, include acts committed:

- In a school building or on school grounds during, or on the way to school or leaving school that happens during regular school hours.
- Off school grounds during school-sponsored activities or while traveling to or from school, or a school-sponsored activity on any form of school provided transportation.
- Off school grounds at any time, if the incident was initiated in the school or on school grounds, and if after the occurrence it was established that upon the return of the student(s) it contributed directly to a disruptive effect on the school
- Off school grounds and during non-school time if after the occurrence there is a reasonable likelihood that the return of the student(s) would cause or contribute to a disruption in the school or its educational process. Such actions must be of a serious nature, such as dangerous weapon incidents, drug incidents, or crimes accompanied by violent conduct such as assault, robbery, or sexual incidents. Incidents also include possession of a firearm or weapon in the commission of a crime and selling or distributing a controlled substance

If students engage in behavior that is inconsistent with school community norms, values, practices, rules and regulations while in or on the grounds of any school in Hartford, during, shortly before, or shortly after regular school hours, a disciplinary consequence will be issued in the school they regularly attend.

The term "regular school hours" encompasses the time of the day that students are practicing or engaging in extracurricular activities. For example, if all other students are normally out of the building by 4:00 p.m. but at 5:00 p.m., following practice, a member of the track team vandalizes a locker, that would be covered by the Code of Conduct.

Collaboration with Hartford Police Department and Police Personnel Working in the Hartford Public Schools

In the interest of creating a positive, supportive, safe, and civil learning environment for Hartford Public School students, it is intended that the Hartford Public School Code of Conduct be utilized by responsible Hartford Public School personnel. Of critical importance in establishing a positive, supportive, safe, and civil safe learning environment for Hartford Public School's students, is the minimization of school-based arrests. To that end, the Hartford Public Schools and Hartford Police Department have established a **Memorandum of Agreement (MOA)** outlining the roles and responsibilities of school staff and police officers in responding to non-emergency school disruptions by students. This MOA was signed by the Superintendent and Chief of Police in October of 2018. This MOA creates a clearly outlined agreement that establishes **law enforcement involvement as a last resort in school disciplinary matters.**

The MOA has been successful in reducing the number of arrests of Hartford Public School students, particularly for low-level incidents that should be addressed through individual student intervention and support, not police involvement. With the implementation of the MOA, school-based arrests have been reduced significantly. The MOA requires the following:

- The creation of a school-police collaboration team facilitated by the City of Hartford Department of Children, Youth, Families, & Recreation and involving **HPS staff, police staff, HPS security staff**, and other appropriate personnel which regularly meets to review the implementation of the MOA;
- Professional learning for school staff as well as Hartford Police officers on the MOA, on the proper administration of disciplinary consequences;
- Implementation of a graduated response model;
- Data collection and the review of mechanisms of school-based arrests.

Hartford Public Schools Security staff plays a key role in monitoring the implementation of the MOA and the graduated response model. Any law enforcement involvement in a student matter that is a non-emergency must be initiated by the building administrator and HPS security.

NOTE: Students under the age of 18 are not to be questioned by police personnel unless accompanied by their parent or legal guardian.

For the full document, follow this link:

<https://intranet.hartfordschools.org/forms/operations-forms/security-form-list>

Section II

Recommended Approaches for Shaping Student & Adult Behavior

discipline (fr. Latin *disciplina*; teaching, learning) Instruction that corrects, molds, or perfects character and develops self-control. (*Webster's New Collegiate Dictionary*).

In the Hartford Public Schools, our goal is to provide a safe and civil climate and culture by establishing a continuum of environmental and systemic supports and safeguards that improve learning conditions and behavioral outcomes for all students, address student's social/emotional and behavioral needs, enhance student engagement and help students develop the adaptive skills essential to lifelong health and self-actualization. This continuum is designed to ensure fair application of behavioral expectations and policies through the systematic implementation of proven and promising practices that shape student and adult behavior through risk reduction, prevention, early intervention, individual student intervention and therapeutic support. This continuum focuses on modeling, teaching and supporting students to learn and internalize the standards of behavioral expectations established by Hartford Public Schools. This continuum represents a shift from a traditional exclusionary, punitive approaches to discipline that rely solely on punishment, to a progressive, restorative approach that establishes the predictability, safety and consistency designed to encourage positive behavior, and redirect and replace maladaptive behaviors.

Extensive research shows that exclusion and punishment are ineffective at producing long-term reduction in behavior that does not meet desired community standards of conduct. Research also shows that schools with a safe and supportive environment for learning achieve better academic, behavioral, and social outcomes for all students. A staff member's first response should be to use behavioral incidents as a teachable moment to help the student problem-solve and engage in replacement behavior that meets the desired standards of conduct established by Hartford Public Schools. Using the opportunity to model, instruct and shape desired behaviors is a reliable and effective method to change the behavior of students.

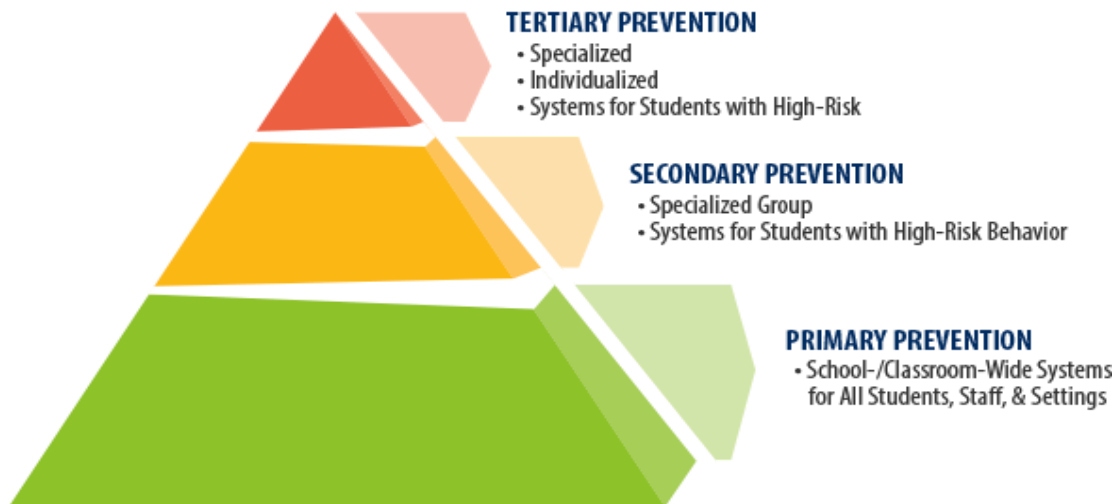
Positive Behavior Interventions and Supports (PBIS)

School districts that implement Positive Behavior Interventions and Supports (PBIS) recognize and take ownership of the reality that students do not "act out" in a vacuum, and that adult behavior has a tremendous influence on student behavior. PBIS is a recognized approach for improving school climate and culture by establishing and systematically and explicitly teaching and reinforcing school community norms, values, practices, rules and regulations – thereby promoting predictability, safety, and consistency designed to encourage and shape positive behaviors and redirect and replace behaviors that are inconsistent with established school community norms, values, practices, rules and regulations.

Hartford Public Schools advocates Positive Behavior Interventions and Supports that foster open communication, collaboration and connection between caring adults and students. What is known, is that misunderstandings that often lead to incidents of disrespect, insubordination, opposition and aggression are reduced and eliminated when caring professionals:

- Establish open communication, collaboration and connection with students
- Respond to student behavior – including students in crisis – with instruction or correction through a supportive, non-judgmental approach
- Model what it looks like to treat people with care and dignity
- Positively and supportively influence & shape the behavior of children and young people

- Enact a non-confrontational classroom management approach that efficiently and competently manages resources of time and energy.
- The behavioral framework is applied in a three- tiered approach that includes the following:
 - Tier I: Universal Level (all students)
 - Tier II: Small group of students
 - Tier III: Individualized targeted interventions



For more information on PBIS, please refer to www.pbis.org.

Trauma-Informed Restorative Approaches and Practices

Trauma-Informed Restorative Approaches and Practices are centered on healing, accountability, repairing relationships, restoring community and cultivate positive, supportive, safe, and civil climate and culture for students, families and staff through:

- Building Relationships
- Teaching Habits of Mind
- Cultivating Inclusive Culture
- Community Accountability
- Supporting Restitution Between Those Harmed and Those Who Harmed

Instructive Responses

Instructive responses will be used by school staff when a student demonstrates behavior that is inconsistent with established school community norms, values, practices, rules and regulations, which are caused by a lack of knowledge or understanding of expectations. To be fair, if a student does not know or understand expectations related to school community norms, values, practices, rules and regulations, he or she cannot follow them. *Instructive responses* represent a fundamental shift from punitive, exclusionary discipline approaches to a progressive approach that demonstrate fairness, equity and inclusiveness because they are designed to teach students the behavioral

expectations and skills needed to enable them to meet those expectations. Instructive responses that generate positive results include:

- Helping the student address the underlying problems that may have led to the incident in the first place.
- Helping the student focus on repairing harm for all parties involved, including themselves.
- Describing the unacceptable behavior to the student as well as suggesting appropriate.
- Teaching or Re-teaching the desired behavioral expectations and/or responses.
- Teaching replacement behaviors that are incompatible with the undesired behavior.
- Allowing students to practice expectations (role playing).
- Allowing students to observe modeling of alternate behaviors and/or responses.
- Encouraging and supporting the student to verbalize how the behavior negatively impacts others.
- Engaging the student in dialog about what could have been a better behavior choice and why.
- Supporting the student in writing a personal goal that will help improve actions.
- Showing confidence in the student that behavior goals are achievable.
- Positively reinforcing behavior that relates to student goals.

Corrective Responses

Corrective responses will be used by school staff when a student knows and understands expectations, but in the moment engages in behavior that is inconsistent with established school community norms, values, practices, rules and regulations. To be fair, students must be afforded the opportunity to correct behaviors that are inconsistent with established expectations through supportive, non-judgmental prompting and support from school staff. Corrective responses provide students with the opportunity to consider, rethink, and replace behavior that does not meet established school community norms, values, practices, rules and regulations.

Using a positive, supportive, non-judgmental, restorative approach to teach expectations related to school community norms, values, practices, rules and regulations, and address behaviors that are inconsistent with those expectations will reduce misunderstandings, conflict and combativeness. Trauma-Informed Restorative Core Principles equip adults with the supportive skills to productively respond and positively intervene when they encounter behavior that is inconsistent with established expectations and may be rude, defiant, oppositional, and/or aggressive.

These core principles are based on the understanding that in many cases, students who demonstrate rude, defiant, aggressive and/or oppositional behavior are, or have been subject to circumstances outside of school, that trigger behavior patterns that are incompatible with the school environment.

Corrective responses include: reminding, redirecting, setting up intentional cues, and teaching different behavioral responses. One of the most important things to keep in mind when responding to misbehavior is to address the behavior as quickly as possible. When children's behavior goes off track, they need immediate feedback from adults to help them break their momentum and get back on track. Adults often let small misbehaviors go, waiting to address them until they have escalated and are much more difficult to reverse.

Most staff members use instructive and corrective responses regularly, so many of these may already be familiar. To

minimize corrective responses teachers should use supervisory opportunities to engage students in positive conversations and build ongoing relationships. Using corrective and instructive consequences, instead of responding punitively, will enhance the chances of creating a safe, supportive, and productive school climate. Examples of typical corrective responses by level include:

Elementary

- Visual cues: classroom anchor charts, a brief direct look into students' eyes, a finger against your lips, increased teacher proximity.
- Reminding language works best when a child is just beginning to go off track—about to open a book instead of getting out math materials or beginning to reach to take the blue crayon away from a tablemate. If, however, the child is well into the undesired behavior, reminding language loses its effectiveness. At that point, a clear redirection is needed: "Sonya, put the book away now and get out your math materials." "Dante, choose another color. It's Ellen's turn to use the blue crayon."
- Bringing the child closer, instead of going to the child, is another option. For example, Darren turns around and begins fiddling with items on a shelf during Morning Meeting. The class has learned meeting rules, and they also know that their teacher will sometimes direct them to change their seats if they're beginning to misbehave. A quiet "Darren, come sit next to me" brings Darren to his teacher's side in the circle and gets his attention back on his classmates, without breaking the meeting rhythm.
- Constant circulation: Sometimes all that's needed to reestablish positive behavior is for the teacher to move next to a child. For example, if children have been taught how to sit safely in chairs and Maria has just started tipping her chair back during direct instruction, simply moving to stand by Maria can communicate "Sit safely" without drawing undue attention to Maria or disturbing other children. Once Maria sits safely, the teacher's staying nearby for a bit helps the child understand that she must continue to sit safely

Middle and High School

- Verbal cues: saying the child's name. Reminding language can also be highly effective: "Sonya, what should you be doing right now?" "Dante, what do our rules say about sharing materials?"
- Logical consequences: Logical consequences are another strategy that teachers can use to stop misbehavior while helping children see and take responsibility for the effects of their actions. Logical consequences differ from punishment in that, unlike punishment, logical consequences are relevant (directly related to the misbehavior), realistic (something the child can reasonably be expected to do and that the teacher can manage with a reasonable amount of effort), and respectful (communicated kindly and focused on the misbehavior, not the child's character or personality).

For example, Tamika scribbles on her desk. Having her clean the desk would be a relevant, realistic, and respectful logical consequence. Having her miss recess would be irrelevant. Having her clean every desk in the classroom after school would be an unrealistic amount of work, and the uncleanness of the other desks is unrelated to Tamika's mistake. Saying, "You're so rude—you just don't care about anyone but yourself!" is a disrespectful attack on her character.

- Informal check-in and check-out: (Seek parental permission for this arrangement first.) Set up a regular interaction between the student and a staff member with whom the student has a positive relationship. Use the interaction to reinforce specific behavioral expectations and correct any inappropriate behavior.
- Refer for other services: Referral to social worker, counselor, or community partner for services to assist with coping skills, improve communication skills, or anger management.

For more information and strategies, go to:

<http://www.interventioncentral.org/behavioral-intervention-modification>

Restorative Approaches and Practices (RAP)

Hartford Public Schools has adopted a restorative philosophy and approach to discipline. Restorative strategies are ways of thinking about and responding to conflicts and problems by involving all participants in identifying what happened, describing how it affected everyone, and finding solutions to make things right. Restorative practices involve more than conflict resolution, making amends, and healing harm. Restorative practices require a new paradigm. They require deliberate actions to build respectful relationships and result in the creation of a compassionate, caring, and cohesive community. Classrooms are ideal places to develop relationship-building skills with communities from differing backgrounds and perspectives.

Hartford Public Schools has formally implemented RAP in several schools and is dedicated to ensuring that all of our schools will be implementing RAP in the near future. Hartford has developed its Restorative Approaches and Practices framework using best practices and procedures from several models. The framework is aligned with the Multi-Tiered Systems of Supports (MTSS) model and Scientifically Based Research and Interventions (SRBI) approach. Tier I consists of universal supports such as the use of circles, the Social Discipline Window (www.IIRP.edu), restorative intervention continuum, etc. Tier II consists of group conferencing for conflict resolution, and Tier III is community conferencing in more severe cases.

Peer Juries and Youth Courts

A Peer Jury provides a positive outlet in which students can resolve school-related conflicts with the assistance of their peers and avoid a possible suspension. Together, students negotiate an equally acceptable resolution to their conflict through the creation of an agreement that seeks to transform the negative behavior into a positive goal. Peer jurors want to keep students in school by using the power of positive peer influence and understanding to encourage referred students who have violated school rules to repair the harm done and prevent future harm or violence. Youth Court goals are the same; they only differ in structure in that a peer jury often resembles a peace circle or community panel while a youth court resembles an actual courtroom.

Restorative Group Conferences

Restorative group conferences aim to heal the damage that has been caused by an incident; to involve those most affected by the incident in determining appropriate responses to it; and to "make things better" both for young people who have committed incidents and for their victims. Restorative group conferences are made up of the young person who has committed the incident, members of his or her family and whoever the family invites, the victim(s) or their representative, a support person for the victim(s), a representative of the police (optional), and the mediator or manager of the process. Sometimes a social worker, teacher, counselor, or administrator is present. The main goal of the conference is to formulate a plan about how best to deal with the incident.

Community and Restorative Justice Peace Circles

Community circles are classroom community building tools, typically offered for half an hour on a weekly basis. They are a preventative restorative justice model for students and teachers. The circles are used for classroom management, conflict resolution, and compassionate climate building. The philosophy of the circle is to allow one to feel safe so that he or she is able to learn, cooperate, and respect others. Through this atmosphere students are able to listen and share with each other, communicating the ways they are affected by the actions and behaviors of another.

The purpose of the community circle is to practice public acknowledgment of appreciation for others' kindnesses and, in a safe environment, respectfully air small grievances and hurts before they become full-blown conflicts. It allows everyone in the class to hear how their behavior attracts or repels friends. It also gives hurting students the chance to educate their peers about what feels bad to them and opens the door for offenders to make things right and change unkind behaviors. The circle focuses on understanding other perspectives or points of view. A core value learned in the circle process is to "Treat others as you would like to be treated."

CIRCLE FORMAT: The class sits in a circle free of barriers. Students review guidelines/agreements out loud each week. The circle uses a talking piece, which builds respect and patience. Careful introduction of each stage is essential for safety and trust

Stage I- Appreciation, gratitude
Stage II- Grievances, hurts, harms
Stage III- Second hand hurt or joy
Stage IV- Making amends / sincere apologies
Closure/ Student Feedback

Peace Circles are one of Restorative Justice's typical formats. In most peace circles, a student facilitator directs the conversation, first reviewing norms and then approaching any conflict through the three central questions: What was the harm? Who is responsible? How can we fix it? All participants—whether victim, perpetrator, or community member— speak in turn without interruption. Listeners follow by paraphrasing what they heard with a focus on the needs and wants underlying a position. As a group, they then summarize the main issues that need to be addressed as well as common interests—the needs and wants of those involved that initially go unspoken or unnoticed. From there, the group brainstorms agreements— actions that will repair the harm done and move everyone forward.

Participants will discover that the central Restorative Justice questions are two-directional—not only do students have to name the harm that was done to them, they also must consider the harm they may have caused. Not only do they have to determine others who were responsible for causing these harms, but also they must also take responsibility for their own actions and choices. In time, students find themselves more willing to identify their own role within conflicts than they had in the past. Through this process, they discover ownership as a necessary step in repairing relationships rather than pointing fingers or assigning blame.

The key practice is the power of paraphrasing. Students learn to frame their response with, "What I hear you saying is...." Rather than spending energy formulating their next argument or retort, students learn to listen deeply in order to respond to a peer's contribution by speaking it back to them. This simple practice transforms communication. Students listen more deeply and focus on the needs and wants of others more than the arguments and positions they were originally hoping to present. Those on the receiving end feel acknowledged and respected. In addition, the step of identifying common interests causes a perceptible shift in perspectives. Students discover that it is easier and more important to address common interests than to stay stuck in the conflict; they recognize their former opponent as another individual with needs similar to their own. Peace circles allow students to view conflict as an opportunity rather than a burden. For more information, go to: <http://www.centerforrestorativeprocess.com>

Restorative Group Conferences

Restorative group conferences aim to heal the damage that has been caused by a behavioral incident; to involve those most affected by the incident in determining appropriate responses to it; and to "make things better" both for young people who have exhibited behavior that is inconsistent with school community norms, values, practices, rules and regulations, and those who may have been harmed by such behavior. Restorative group conferences include the young person who exhibited such behavior, members of his or her family, whoever the family invites, and those who have been harmed or their representative, a support person for the person(s) harmed, a representative of law enforcement if warranted, and the mediator or manager of the process. Sometimes a social worker, teacher, counselor, or administrator is present. The main goal of the conference is to formulate a plan about how best to deal with the behavior in question.

Hartford Public Schools has adopted a restorative philosophy and approach to discipline. Restorative strategies are ways of thinking about and responding to conflicts and problems by involving all participants in identifying what happened, describing how it affected everyone, and finding solutions to make things right. Restorative practices involve more than conflict resolution, making amends, and healing harm. Restorative practices require a new paradigm. They require deliberate actions to build respectful relationships and result in the creation of a compassionate, caring, and cohesive community. Classrooms are ideal places to develop relationship-building skills with communities from differing backgrounds and perspectives.

Hartford Public Schools has formally implemented RAP in several schools and is dedicated to ensuring that all of our schools will be implementing RAP in the near future. Hartford has developed its Restorative Approaches and Practices framework using best practices and procedures from several models. The framework is aligned with the Multi-Tiered Systems of Supports (MTSS) model, and Scientifically Based Research and Interventions (SRBI) approach. Tier I consists of universal supports such as the use of circles, the Social Discipline Window (www.IIRP.edu), restorative intervention continuum, etc. Tier II consists of group conferencing for conflict resolution, and Tier III is community conferencing in more severe cases.

Peer Support and Mediation

Peer Support and Mediation provides a positive outlet in which students can resolve school-related conflicts and avoid a possible suspension with the assistance of their peers. Peer Support and Mediation can provide a safe, power-balanced way in which, students negotiate an equally acceptable resolution to their conflict through the creation of an agreement that seeks to transform the negative behavior into a positive goal. Peer partners help to keep students in school by using the power of positive peer influence and understanding to encourage referred students who have exhibited behavior that is inconsistent with school community norms, values, practices, rules and regulations, to repair the harm done and prevent future harm or violence. Peer Support and Mediation include peace circles, restorative group conferences, community panels and other safe and supportive milieus within for students to positively resolve conflicts through voice, agency, healing, and restitution.

Section III

Procedural Safeguards

It is important that *ALL STAFF* be familiar with the following definitions and parameters to protect the civil rights of students and families.

Removal from Class

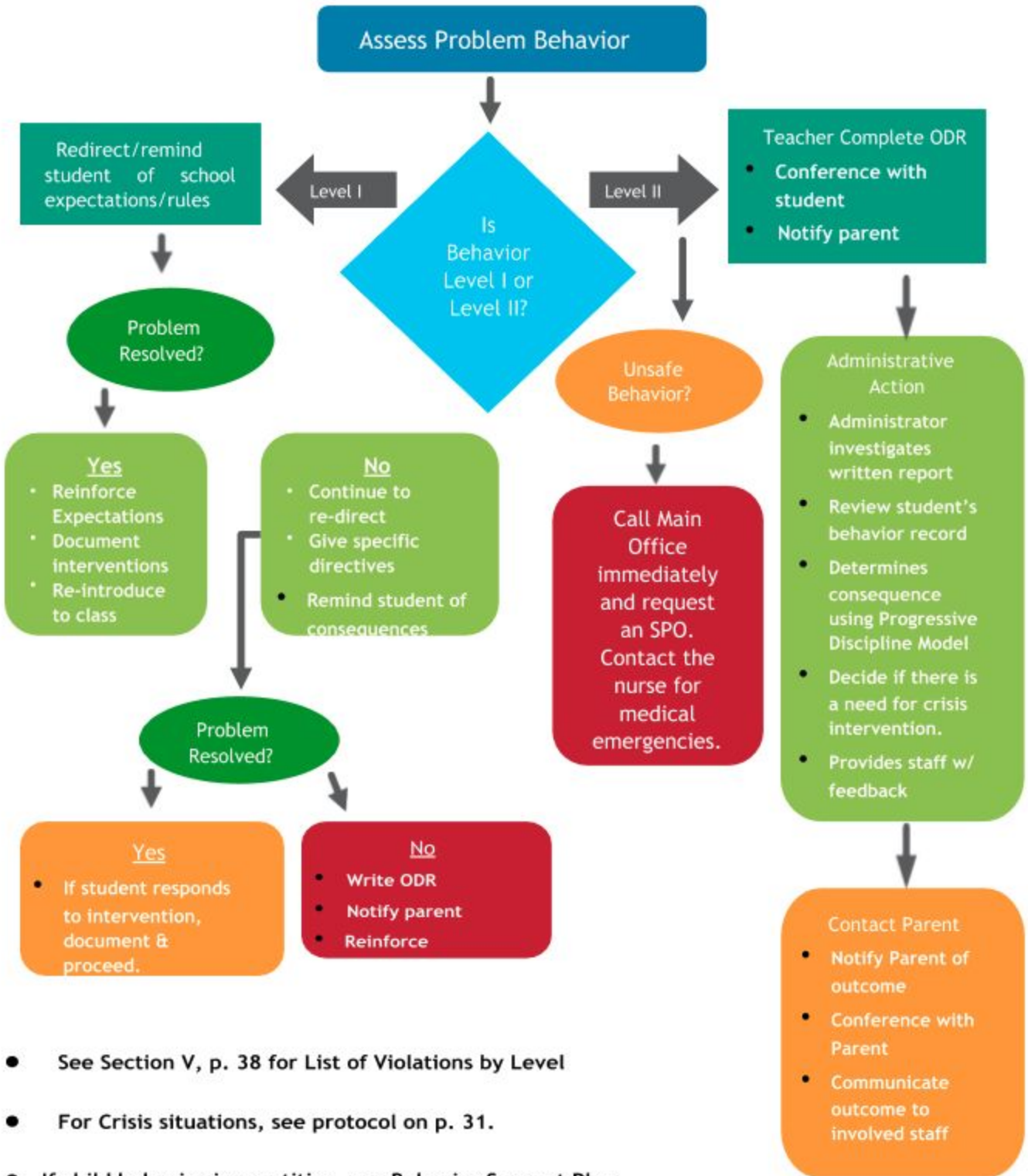
A "removal" is a disciplinary exclusion from a classroom for all or part of a single class period, provided such exclusion shall not exceed 90 minutes. Teachers are authorized to remove students from class when the students deliberately cause a serious disruption of the educational process within the classroom. No student shall be removed from class more than six times in any school year or more than twice in one week unless the student is referred to the building principal (or designee) and granted the opportunity for an informal hearing in accordance with the procedures governing suspensions described below. Any teacher who removes a student from a classroom shall send the student directly to a supervised area or room designated by the principal and shall immediately inform the principal or the designee of the student's name and reason for such disciplinary action. The principal may, after an informal conference with the student and the teacher when available, reinstate the student to the class from which he/she was removed if the principal is satisfied that the student shall not continue the disruptive conduct that led to the removal in the first place.

The principal or designee shall notify the parents of any student removed from a classroom within 24 hours of such removal. Such notification shall state the reason for the removal.

The principal, with the cooperation of a teacher, may remove a student from class for a brief conversation or conference and place that student in another class or other educational setting such as a resource room for consultative, non-disciplinary, or preventive purposes when such student is having difficulty adjusting to a substitute teacher or experiencing other emotional or educational problems. Such removal shall not be subject to the notice or hearing requirements of suspension.

(See **Appendix I.a** for Connecticut General Statute regarding this issue)

Class/School Behavioral Flowchart



- See Section V, p. 38 for List of Violations by Level
- For Crisis situations, see protocol on p. 31.
- If child behavior is repetitive, see Behavior Support Plan protocol on p. 32.

In-School Suspension and Out-of-School Suspension

All Hartford Public School suspensions should be in-school suspensions unless the student poses a serious safety risk to staff or other students or disrupts the educational process to such an extent that instruction in the building cannot continue. See below for further clarification.

All suspensions should be in-school suspensions unless during the hearing the school administrator determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the suspensions should be out- of-school.

All suspensions from school shall be in-school suspensions unless the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence of (A) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (B) efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies.

An in-school suspension may be served in the school that the pupil attends or in any other school building under the jurisdiction of the local or regional board of education.

See [Guidelines for In-School and Out-of-School Suspensions Revised December 2010](#), Connecticut State Department of Education.

In-School Suspension

In-school suspension (ISS) is a procedure in which the assigned student spends any part of a school day that extends beyond 90 consecutive minutes in a restricted area away from the rest of the students. Any student removed from class for any reason for more than 90 minutes must be treated as having been suspended in-school, and the appropriate steps must be followed.

The ISS setting will be held in an appropriate location in the school and will be properly supervised.

All assignees to ISS will not be considered absent for the day. The supervisor will be allowed to assign only one additional day of ISS. After serving ISS the student will not have to return to school with a parent or guardian. Each school should attempt to limit the number of ISS students to no more than 20. A student who intentionally misses ISS will be subject to further administrative action. School assignments shall be provided to the student for the duration of the time assigned to ISS.

(See **Appendix I.b** for Connecticut General Statute regarding this issue)

Out-of-School Suspension

It is Connecticut state law (Ch. 170 Sec. 10-233c) that a student must be given in-school suspension as a reasonable consequence previous to receiving an out-of-school suspension, except in cases of emergency suspension.

Out-of-school suspension should be used only after all other interventions have been exhausted.

An out-of-school suspension is an exclusion from school attendance for a definite period of time, not to exceed 10 consecutive school days, provided such exclusion should not extend beyond the end of the school year in which the suspension was imposed. **Each day of suspension shall be considered an excused absence.** Students are not required to be accompanied by a parent upon their return to school although it is recommended that if there are valid concerns by the school with regard to the safety of the student returning from suspension or other students and/or staff members, the school shall follow the appropriate steps to communicate these concerns to the parent(s)/guardian(s), relate the expectations that the student is encouraged to adhere to in order to maintain a safe learning environment, and, if necessary, put a plan in place in order to ensure the safety of all and effective re-entry of the student into the school community.

(See **Appendix I.c** for Connecticut General Statute regarding this issue)

PK-2 Suspensions

Principals are to notify their respective Executive Director of School Leadership of any suspension that involves a student in grades PK-2. (HBOE Policy 5131 V. A. E. (2))

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: 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.

Emergency Suspension

An emergency suspension means exclusion from school attendance for as long as the emergency exists but no more than three consecutive school days.

An emergency shall mean a situation where the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing cannot be effectively held prior to excluding the student from school. The unavailability of an administrator shall not be a basis for postponing a hearing. The principal may suspend students without prior notice or informal hearing if an emergency as described above exists. In so suspending, the principal shall announce the duration of the disciplinary action and inform the student that he or she is to return to school at the end of that period. In an emergency situation, the notice shall be given and an informal hearing shall be held as soon as possible after the exclusion. See Appendix II for further information regarding Emergency Suspension.

(See **Appendix II** for Connecticut General Statute regarding this issue)

Expulsion

Expulsion is an exclusion from school attendance and privileges for more than 10 consecutive school days. According to Connecticut General Statutes, section 10-233a (e), an expulsion period may extend beyond the end of the school year in which such expulsion was imposed, but not beyond a period of one calendar year.

Per Connecticut state statute, only the board of education or a hearing officer can expel a student. Per state statute expulsion proceedings shall be required for any pupil in grades kindergarten to twelve whenever there is reason to believe that any pupil was in possession of a firearm, or deadly weapon, dangerous instrument or martial arts weapon, or offered for sale or distribution a controlled substance.

Prior to an expulsion hearing being convened, the school and its administration are required to submit to the superintendent or designee a completed Request for Administrative Action (**expulsion packet**).

Students with Disabilities

Students with disabilities have rights afforded to them to ensure that their behavior is not interfering with their education. They are entitled to have their Individual Educational Plan (IEP) address their behavior, to undergo a functional Behavior Assessment (FBA), and, as a result, be given a Behavioral Intervention Plan (BIP) for any behaviors that are impacting their ability to access their education. **A student with disabilities must not be suspended for more than ten (10) total days per school year without the district conducting a manifestation determination review PPT meeting.** In best practice, however, a PPT meeting to review behavior should be held as soon as any behavioral concerns become apparent.

Therefore, if a special education student is referred for expulsion or suspension for more than ten (10) school days in a given school year, the school shall convene a manifestation determination PPT as soon as possible after the recommendation for such discipline was made. The purpose of this PPT meetings to review the relationship between the student's disability and the disciplinary incident(s) behavior and to determine whether the student's behavior is a manifestation of his/her disability. During the process of a manifestation review, a student should be provided the services entitled to him or her under the IEP.

Potential Outcomes of a Manifestation Determination PPT:

1. If all members of the PPT find that the student's behavior was a manifestation of the student's disability, the district shall not proceed with the referral for expulsion or suspension of greater than ten (10) days, shall consider the misconduct, and revise the IEP/behavior intervention plan to prevent a recurrence of the misconduct, and provide for the safety of other students and staff. If the IEP does not include a Behavior Intervention Plan, the PPT must conduct a Functional Behavior Assessment (FBA) and develop a plan to address the behavior that led to the disciplinary action.
2. If the parents believe that the behavioral incident was a manifestation of a child's disability and the school members of the team disagree, the parents have a right to and may pursue a hearing to review the manifestation determination. During the pendency of this hearing, the student cannot be disciplined.

If both the parents and the school team believe the behavioral incident was not a manifestation of the student's disability, the student may be subject to the same discipline as their non-special education peers.

Exceptions

In cases of possession of a dangerous weapon or an illegal drug or the use, sale, or solicitation for the sale of controlled substances on school grounds or at a school sponsored activity, the student can be placed in an appropriate interim alternative educational setting for up to 45 calendar days, regardless of whether the conduct was a manifestation of the student's disability. However, **the interim alternative setting must be determined by the PPT team, and the student must be provided Free Appropriate Public Education (FAPE) in this setting.**

Students Not Yet Identified for Special Education

For students who experience multiple in-school suspensions, a referral must be made to the PPT to consider whether evaluations should be conducted to determine the student's eligibility for special education services. If the school did not have knowledge of the possibility that the student had a disability, the student can be disciplined as if he/she were not a student with a disability. If a request for an evaluation is made during the time period when the student is subject to disciplinary measures, the school district must expedite the evaluation. If the student is subsequently deemed eligible, the school district shall provide special education to the student; however, pending the results of the evaluation, the student remains in the setting determined by school personnel.

Students not yet identified for special education may be entitled to these procedural protections in certain circumstances if it can be shown that the school had knowledge that the student had a disability before the misconduct occurred.

The school will be considered to have knowledge if:

1. The parent has expressed concern to supervisory or administrative personnel in writing or to a teacher of the student that the student is in need of special education/related services.
2. The parent requested that the student be evaluated under the Individuals with Disabilities Education Act (IDEA).
3. The student's teacher or other staff member expressed specific concern about a pattern of behavior demonstrated by the student directly to the Executive Director of Special Education or to other supervisory personnel of the department.

IDEA makes clear that schools will not be deemed to have knowledge if:

1. The parent has not allowed an evaluation of the student.
2. The parent has refused services.
3. The student has been evaluated, and it was conclusively determined by the PPT that the student did not have a disability.

The local board will be considered to have knowledge if:

1. The parent has expressed concern to supervisory or administrative personnel in writing or to a teacher of the student that the student is in need of special education/related service.
2. The parent requested that the student be evaluated under IDEA.
3. The student's teacher or other staff member expressed specific concern about a pattern of behavior demonstrated by the student directly to the Executive Director of Special Education or to other supervisory personnel of the department.

IDEA makes clear that the local board will not be deemed to have knowledge if:

1. The parent has not allowed an evaluation of the student.
2. The parent has refused services.
3. The student has been evaluated, and it was conclusively determined by the PPT that the student did not have a disability.

Other Rules for Special Education Students

- It should be noted that when disciplinary action against a special education student is contemplated, which would result in a consequence not addressed by the student's Behavior Intervention Plan, the parents must be notified of the decision to take disciplinary action on the date the decision was made and must also receive notice of all special education procedural safeguards.
- It is also important to remember that regardless of where the student is placed, including in alternative settings, the child must receive a free and appropriate education (FAPE) that meets requirements of his/her IEP.
- Should a special education student commit a crime that school staff reports to a law enforcement agency, school staff must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the crime is reported.
- The special education 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

Child Find

Connecticut State Regulations, Section 10-76d-7(c), requires each school district to promptly refer to the Planning and Placement Team (PPT) all students who have been suspended repeatedly or whose behavior, attendance, or progress in school is considered unsatisfactory or at a marginal level of acceptance.

Developmentally Age Appropriate Conduct/Discipline

The State Department of Education indicates that the age, grade level, and developmental, social, and emotional stage of a student may be a mitigating factor in cases involving young students who may not have the developmental maturity to be effective social problem solvers. Culture and communication factors must be considered when interpreting behavior, especially in cases involving complex and ambiguous social situations that can be interpreted differently depending upon racial, ethnic, linguistic, and cultural identity. Related factors such as a history of collaborative partnerships with parents, prior attempts to decrease inappropriate or dangerous behaviors, and any special learning, emotional, and behavioral needs must also be considered. It is important for administrators to build upon individual student strengths to diminish undesirable behaviors.

In determining the appropriate level of interventions and consequences, school officials should consider the grade, age, developmental level, and family circumstances of the student. This may result in a less severe consequence for a lower grade or younger student as compared to a higher grade or older student.

Off-School-Grounds Misconduct

Students are subject to discipline, up to and including suspension and expulsion, for misconduct of the types set forth in this guide, even if such misconduct occurs off school property and during non-school time as outlined below.

Such disciplinary incidents may result when:

- The incident was initiated in the school or on school grounds or occurred during a school-sponsored activity or while the student was waiting or receiving transportation.
- The incident occurred or was initiated off school grounds and non-school time, and if the misconduct is seriously disruptive to the educational process in that it markedly interrupts or severely impacts the day-to-day operation at the school.
- The student used or possessed a firearm or used a deadly or dangerous weapon in committing a crime off school property.
- The student offered for sale or distributed to another person any illegal drug off school property.

In making a determination as to whether the off school misconduct is seriously disruptive of the educational process, the Board of Education or its Hearing Officer must consider:

- The proximity to the school
- Involvement of other students or gangs
- The use of violence or weapons and any injuries
- Involvement of alcohol
- Any other relevant factors

Bullying

The State of Connecticut defines Bullying as the following: Substitute Senate Bill No. 1138; Public Act No. 11-232:

(1) "Bullying" means (A) the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, 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;

(2) "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.

Hartford Public Schools has a "Zero Tolerance" policy regarding bullying. See Hartford Public Schools District Safe School Climate Plan (Board Policy #5141). The plan includes protocols for teacher and administrator responsibilities, reporting, prevention and intervention strategies, investigative strategies, and the development of a Safe School Climate Plan.

Truancy

Connecticut State Law requires children living in the school district to regularly attend public school or show that they are elsewhere receiving equivalent instruction in the studies taught in the public schools. The Board of Education believes that regular school attendance is essential to the academic success of its students. Therefore, it is the policy of the Board to monitor school attendance to identify students who are truant and to enlist the cooperation of parents and, when necessary, the Juvenile Justice System, in order to address the problem of truancy when it arises.

Definitions:

- "Truant student" – any enrolled student five (5) to 18 years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
- "Unexcused absence" – the non-appearance of an enrolled student on a regularly scheduled school day that the building principal (or designee) has determined is not excused.
- "Excused absence" – the non-appearance of an enrolled student on a regularly scheduled school day for any of the following reasons:
 - Student's health, including medical appointments. (Note: The school administration may require medical certification for frequent health-related absences.)
 - Religious holidays
 - Funeral, death or serious illness in the family

- Court appearance
- Documented college visits
- Approved school activities, including field trips and sporting events
- Suspension or expulsion
- Failure of the school district to provide required transportation
- An extraordinary circumstance with the approval of the building principal
- “Parent” – a parent, guardian, or other person having control of an enrolled student.

For more important information regarding Notification, Attendance Monitoring, Meeting with Parents, and Administrative Procedures, see Appendix VIII.

Dress Code

It is the policy of the Hartford Board of Education (#5140) to reasonably regulate the attire of students during the school day and during school-sponsored activities. To that end, all students in primary and secondary schools shall wear a school uniform. Further, in order to maintain an educational environment that is safe and conducive to the educational process, students in all grades shall abstain from wearing or possessing specified items during the school day.

Statement of Purpose

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

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

Administrator Responsibilities

- Principals will distribute to parents annually the names of all local uniform vendors who have confirmed that they have the capacity to provide the specifications of their uniforms, including cost.
- There shall be no sole source vendors of school uniforms. The superintendent, or designee, will send to the Board of Education annually, a list of all vendors that provide uniforms at each school.
- Changes to a school uniform or logo shall be approved by the School Governance Council. Principals will notify parents by March 1 of any school year if all or part of the school uniform will change for the following school year.
- Whenever possible, the Hartford Public Schools shall provide logos that can be sewed or ironed onto the uniforms that meet the requirements of this policy at any school that elects to have a school uniform with a specific logo.

Parental Responsibility

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

Staff Responsibilities

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

For more information regarding items of clothing and accessories that are prohibited, see **Appendix V**.

Electronic Devices

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

Grades K-5:

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

Grades 6-12:

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

Consequences

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

- 1st incident: Electronic device is confiscated by the administration until the end of the school day. Student will be given a warning.
- 2nd incident: Electronic device is confiscated by the administration, and the electronic device is returned to the parent. Student may receive a detention or other age appropriate consequence.
- 3rd incident: Electronic device is confiscated by administration. Student may be suspended in school or have other age-appropriate consequence administered.

(For further reference please see **Hartford BOE Policy 5138.4**)

Mandated Reporting

Who Must Report

Connecticut law requires certain citizens to report suspected child abuse and neglect. These mandated reporters are people in professions or occupations that have contact with children or whose primary focus is children. The law requires that they report suspected child abuse or neglect. Under Section 17a-101 of the Connecticut General Statutes, the following are considered mandated reporters:

Any person paid to care for a child in any public or private facility, child day care center, group day care home, or family day care home which is licensed by the State.

What Must Be Reported

Mandated reporters are required to report or cause a report to be made when, in the ordinary course of their employment or profession, they have reasonable cause to suspect or believe that a child under the age of 18 has been abused, neglected, or is placed in imminent risk of serious harm. (Connecticut General Statutes §17a-101a)

Child abuse occurs where a child has had physical injury inflicted upon him or her other than by accidental means, has injuries at variance with history given of them, or is in a condition resulting in maltreatment, such as but not limited to malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment, or cruel punishment. (Connecticut General Statutes §46b-120)

Child neglect occurs when a child has been abandoned, is being denied proper care and attention physically, emotionally, or morally, or is being permitted to live under conditions, circumstances, or associations injurious to his well-being. (Connecticut General Statutes §46b-120). Neglect includes educational neglect.

(For more information regarding when and how to make a report, please see **Appendix VI**)

Restraint and Seclusion

Hartford Public Schools is dedicated to ensuring a safe learning environment for all of our students. At times it becomes necessary to physically intervene with students in order to ensure the safety of the students themselves, other students, and staff members. There are certain staff in schools that are certified in physical control techniques including Behavioral Technicians and School Safety Officers. The school has a crisis team, including behavior technicians and safety officers trained in crisis prevention and intervention (CPI). CPI's focus is on de-escalation and, if necessary, how to hold a student to prevent harm to self or others.

These interventions should be used as an absolute last resort and only under extreme circumstances. Staff should do their best to familiarize themselves with possible triggers for students, antecedent factors that may lead to unsafe situations, verbal de-escalation and proximity techniques, and strategic, proactive measures to avoid situations in which physical intervention is necessary.

Below you will find the existing CT General State Statute on restraint and seclusion:

(b) No school employee shall use a physical restraint on a student except as an emergency intervention to prevent

immediate or imminent injury to the student or to others, provided the restraint is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative. Substitute Senate Bill No. 927 Public Act No. 15-141 3 of 24 No school employee shall use a life-threatening physical restraint on a student. This section shall not be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available under sections 53a-18 to 53a-22, inclusive, of the general statutes.

(d) No school employee shall place a student in seclusion except as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative. No student shall be placed in seclusion unless (1) such student is monitored by a school employee during the period of such student's seclusion pursuant to subsection (m) of this section, and (2) the area in which such student is secluded is equipped with a window or other fixture allowing such student a clear line of sight beyond the area of seclusion.

(For further reference please see **Hartford BOE Policy 5173**. Additionally, Seclusion and Exclusionary time out were defined in CT State Statute Section 10-236b, replacing Section 4 of Public Act 18-51. Seclusion is defined not as a place but as confinement of a person in a room when the person is physically prevented from leaving. Exclusionary Time Out is a temporary monitored separation of a student from an on-going activity in a non-locked setting for the purpose of calming the student or de-escalating behavior. An exclusionary time out becomes a reportable "seclusion" if or when the student is physically or otherwise prohibited from leaving the space.)

Section IV

School-based Systems

All schools within the Hartford Public School System are required to have school-based systems/committees in place in their schools. It is the responsibility of the principal to make sure the systems/committees have been established and function to help maintain an orderly school environment.

Responding to Behavioral Incidents

Classroom-Managed vs. Office-Managed Behaviors

Administrators are encouraged to facilitate in-service professional development with their staff to determine what behaviors will be considered "classroom-managed" and what behaviors will be "office-managed." These are often referred to as "minor" and "major" behaviors, with the minors being classroom-managed and majors, which are very serious behaviors, being office-managed.

Classroom teachers are expected to establish routines and practices in their classroom, and these routines and practices should include certain rules or expectations focused on managing behavior. PBIS schools should already have three to five simple and clear behavioral expectations or school rules that can be applied in the classroom. Teachers should also have escalated consequences and strategies that proactively deter inappropriate behavior. These strategies may include but are not limited to planned ignoring, redirection, proximity techniques, and other strategies delineated earlier.

Teachers are expected to manage minor behaviors on their own in any school setting. These behaviors may include gum chewing, minor defiance, and minor disruptions (e.g., calling out, chattering, and tapping a pencil on a desk).

Major behaviors are behaviors that should be office managed. These can include but are not limited to fighting, major disruption of the learning environment, skipping class, and leaving the room without permission. It is recommended that administration establish a chain of command regarding how they will respond to these types of incidents, documenting interventions utilized in response to these behaviors. Behavioral concerns can be addressed by the behavioral technicians in some buildings; however, behavioral technicians are not allowed to suspend students and are encouraged to ask administration for help with any matter they find questionable. For example, a behavioral technician may administer a lunch detention for a student who is being defiant, but if a student shows physical aggression toward a student or staff member, the behavioral technician should consult with an administrator as soon as possible. A student should not be suspended out of school without clear documentation that other interventions have been utilized first.

These minor vs. major behaviors should be established by the school staff so that the expectations are clear and consistent. This could be done with the staff at a faculty meeting in the beginning of the year or over a professional development session(s) prior to school starting. It also allows for accountability on the behalf of the teachers and administrators as to what administrators expect to be handled in the classroom and what staff expects to be handled by administration.

Removal of a Student

There are times when a student may need to be removed from the classroom setting or from another school setting due to safety concerns or continued disruption of the learning environment. Schools are expected to establish procedural guidelines for how students will be removed from a setting. One example is as follows: A teacher is unable to continue teaching due to a continued disruption by a student. The teacher calls the office. Office staff radios a school safety officer or behavioral technician to attempt intervention. If the staff member is unable to ensure that the student remains in compliance, he or she asks the student to be escorted voluntarily to a designated area. Staff process with the student about the behavioral expectations, discuss alternative behaviors, and, once the student is deemed ready to return, the teacher is called to ensure that the teacher is ready for the student to return. This is important as the student has been de-escalated and the teacher may not be physically or emotionally ready for the student to return, which may lead to the student being re-escalated. It is expected that the essential function of intervention is to maximize instructional time; therefore, the student should not be out of class any more time than is necessary. Please note that 90 minutes constitutes an in school suspension.

Crisis Team

In times where a student may be experiencing crisis, an emotional breakdown, and/or is engaging in extremely unsafe behaviors (i.e. self-injury, suicidal ideation, assaultive behaviors, extreme property damage), schools are expected to establish a protocol for safe handling of these situations. Behavioral technicians must be trained in Crisis Prevention Intervention (CPI) for Nonviolent Physical Crisis Intervention, as a condition of employment, with the understanding that physical intervention is an absolute last resort. School social workers should also be aware of the protocol and may be instrumental in the drafting and implementation of such protocol.

This crisis protocol should include guidelines regarding what the steps to the crisis intervention should be. The procedure should include how long into an intervention before emergency psychiatric mobile crisis services should be contacted. Parental/guardian permission is required to call mobile crisis but is not for medical transport. It is highly recommended that the school contact the parent/guardian in either case to make them aware of the steps being taken to ensure the student's safety.

Procedure for Non-Violent Crisis Intervention

In order to provide a safe environment for all students, a staff protocol procedure has been established for responding to students who engage in highly aggressive and unsafe behaviors. This is a tool for safe intervention, as well as a guide for crisis management for all staff.

Teacher/staff member calls the main office and requests a behavioral technician or other designated staff member for intervention.

1. If the child is physically aggressive and potentially dangerous to other students or staff, staff is instructed to call the main office and ask for school safety officer (SSO) intervention briefly describing the nature of the call. For example, "Johnny is throwing chairs on the floor."
2. Behavioral technician, other adult with whom the student has a connection, or SSO escorts the student to a safe location and attempts to verbally de-escalate, or assists in removing the other students from the area to increase safety and remove audience
3. Call in personnel that has the best rapport/relationship with the individual to attempt verbal de-escalation
4. If physically aggressive behavior continues, staff must use discretion for physical intervention in accordance with the "Use of Force Policy." And first consider
5. If 15 minutes have passed and the student remains in an escalated state, staff is instructed to contact the school social worker (SSW) for intervention and support and to complete a risk assessment. (See Suicide Protocol and Policy and Risk Assessment Form for Suicidal and Homicidal Ideation, plan and attempts)
6. If escalation continues, staff contacts the school nurse. The nurse assesses safety concerns, and the team confers regarding next steps, such as review of BIP and involving all available staff that offer services to the student (e.g. paraprofessional, ELL teacher, special education case manager).
7. Administrator(s) are contacted and informed of situation and asked to participate.
8. Parent is contacted and advised of the incident and intervention strategies with a summary of the assessment by the team followed by possible scenarios (e.g., medical transport, mobile crisis).
9. If student is unable to exhibit safe behavior(s), to process with staff, and continues to remain in an escalated physically aggressive state, the team makes the assessment regarding the appropriate response (e.g. parent intervention, medical transport, mobile crisis).

All the above noted steps are open to discretion and may vary on case-by-case scenarios. Best professional judgment must be exercised when assessing situations and outcomes. Safety is the main goal of this procedure.

Progressive Discipline System

Administrators are encouraged to use progressive discipline while addressing continuous behavioral incidents. They are to use disciplinary strategies that are developmentally appropriate while reviewing the discipline record of the student involved in the incident. The administrative action should escalate with every incident and should be reviewed for supports and interventions along the way. Administration is expected to review all Office Discipline Referrals (ODR) and encourage the documentation of behaviors by staff.

Administration will use the ODR's to determine what the appropriate administrative action will be as well as to progress monitor behavior and teacher interventions and supports. For example, an administrator is faced with an ODR for a student that was involved in a physical altercation with another student. The administrator will pull all of the hard copies of the ODR as well as any other pertinent data on the students. After review it may be found that the student has a pattern of physical aggression towards peers. After further review it is found that there have already been conferences with the parent, and the student has been given lunch detention and after-school detention as escalating consequences for continued behavior. At this point the administrator may choose to suspend the student

for one day of in-school suspension (ISS). The following incident may be two days of ISS, the next three days of ISS, the next one day out-of-school suspension, etc.

Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP)

For students who have multiple or chronic referrals (ODRs), the school is responsible for implementing interventions and supports for the student to prevent further incidents and/or suspensions. The administrator may ask that the teacher consult with a special educator and other team members (behavioral technician, SSW) to develop a Behavior Support Plan or Enhanced Classroom Management plan and possibly a Safety Plan prior to the formal Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) process. Parents/guardians must consent to a FBA and BIP interventions and be involved in their implementation. If ODRs stop and the behaviors decrease or disappear, the plan will be considered effective. If the student is not showing progress, the administrator will ask for a review of the BIP. It is possible the BIP will need to be re-implemented or changed to ensure success. All parties involved should be collecting data in a four- to six-week cycle to assess effectiveness or to be used in an ensuing SAT or PPT process.

Please be advised that the above does not reflect an exact protocol mandated by Hartford Public Schools. Please consult with your special education staff for further elaboration on law/policy around the FBA/BIP, or you may contact the Hartford Public Schools Department of Special Education for further assistance.

Sample Office Discipline Referral (ODR) Procedure

1. Filling out an ODR – Ensure that all demographic information is correct to the best of your knowledge. State the accurate time and location. For example, if the incident happened at 9am and completion of the ODR occurred at 10am, make sure to put 9am in the TIME section as opposed to when the ODR was completed. Please check ALL relevant minor or major incidents that pertain to the incident. Check ALL appropriate STAFF ACTIONS, and complete the Summary of Events and the Corrective Measures section of the form.
2. Upon completion of an ODR, it is to be sent/taken DIRECTLY TO THE MAIN OFFICE and turned into an office staff member. Staff will then place the ODR in designated administrator's box. The Administrator has 72 hours to respond/communicate the end result to staff.
3. The administrator handles the ODR in accordance with the progressive discipline model.
4. Turnaround time on referrals should be 72 hours, and parents/guardians should be contacted for ALL major incidents on the same day of the incident even if the school is still in the process of investigating.
5. Discipline data will also be available electronically if/when requested by the teacher(s) from behavior technicians and operations manager via PowerSchool and/or SWIS.

Each school has a School Culture and Climate committee which reviews ODR and disciplinary trends and offers suggestions for improvement and strategizes as to how to ameliorate the schools culture and climate based on the data review. The committee meets at least monthly. Many schools have wrapped the disciplinary Committee into the School Culture and Climate committee which also reviews PBIS implementation and RAP implementation where relevant.

Attendance Committee/Team

Every school should have an Attendance Committee/Team that is charged with looking at attendance data and addressing concerns for individual students who are or may be chronically absent. The committee/team should meet at least quarterly, and it is recommended that they meet once a month to identify students that are raising concerns regarding attendance. Schools that are above the district average for chronic absenteeism are recommended to meet once a week. The committee should strategize and develop procedures around communicating with the parent/guardian of the student their concerns about attendance, reminding parents about the expectations for student attendance and truancy laws, identifying barriers that hinder attendance, and working together with parents/guardians to provide supports to assist them in overcoming these barriers. The committee should also be aware of procedures for Youth Service Bureau referrals and referrals to the Department of Children and Families for educational neglect.

Dress Code

Students are expected to comply with the district uniform policy. Schools should ensure that there is a designated staff member to assist students and families with dress code issues.

Schools should have uniforms for students in case of emergencies. If a student is continuously out of dress code, the administration should attempt to investigate if there are barriers to compliance and provide support (i.e. access to laundry, affordability), or determine if non-compliance is not based on extenuating circumstances and administer consequences in accordance to progressive discipline, state law, and district policy. *A student should not be suspended out of school solely for a dress code incident.*

Bullying

All potential and alleged bullying should be reported using the HPS Incident/Intake Report Form and the HPS Student Concern Form (please see Appendix VII on pg. 61). These forms should be readily available in the main office, and parents/guardians and staff members should know how they can access the forms. Administrators are encouraged to facilitate in-service professional development on how to fill out these forms for administrators and are likewise encouraged to provide parents/guardians with an informational session on how these forms are accessed, completed, and what the procedure will be after completion of the form, which would be triage, investigation, and verification of bullying incidents. Administrators are required to provide parents with information on how to report alleged bullying on an annual basis. All allegations of bullying are to be kept in the Bullying/Harassment Log in PowerSchool, and the log of the number of allegations and how many were considered verified or not can be produced upon request in the main office and readily available for public inspection in accordance with state law/district policy.

Safe School Climate Committee

All schools are required to have a Safe School Climate Specialist and a Safe School Climate Committee (School Climate and Culture Committee). The Safe School Climate Specialist is responsible for the investigation of all bullying reports as well as chairing the Safe School Climate Committee (School Culture and Climate Committee) that is charged to ensure compliance with the District Safe School Climate Plan, including the maintenance of the Bullying/Harassment Log in PowerSchool, implementation of character education, and investigations and verification of bullying by a student. In addition, the safe school climate specialist is responsible for communicating with all pertinent parties including parents/guardians and staff members. It is recommended that the Safe School Climate Committee (School Culture and Climate Committee) meet monthly

and no less than quarterly to evaluate existing systems for reporting and responding to bullying as well as implementation and sustainability of existing programming that promote a safe and nurturing learning environment, including student programming and staff professional development

Character Education

In accordance to Connecticut Public Act 11-232 that focuses on bullying, all schools will ensure that they are providing character education for their students. This can be accomplished through programming around positive character traits such as empathy, citizenship, responsibility, and scholarship.

Please see the Hartford Public Schools **District Safe School Climate Plan** for further information.

Behavioral Data Analysis

Schools are expected to be implementing grade level Data Team meetings that focus on data analysis for strategic student intervention. It is recommended that data teams dedicate at least a quarter of one of these meetings once a month to analyze behavioral data and strategize around the data to provide students with interventions and supports. In addition, teachers should strategize regarding how they can support their fellow grade level teammates (e.g. partner classrooms, grade level incentives and recognitions).

It is recommended that school-wide behavioral data be shared with staff on a monthly basis. PBIS schools have a team that meets monthly (School Culture and Climate Committee) and analyzes behavioral data to help guide student support and intervention. The School-Wide Information System (SWIS) data provides the team with data that includes average referrals per day, location, time, and day of where and when behavior issues occur, and what students are responsible for the referrals by student ID numbers, so staff can see if only a few students are at the root of multiple incidents and then can request that these students are referred to SSW for possible child find PPT or further behavioral intervention planning of an individualized nature.

This data can be drilled down to specific students and can provide insight as to when, where, and with whom these behaviors are occurring. This data can be used to proactively assist the student prior to the behaviors occurring as well as guide the conversation in terms of antecedents, precipitating factors, and triggers that cause the behaviors. This data analysis can greatly improve student behavioral outcomes and foster a deeper understanding of why the student is behaving in a particular manner. Schools that do not use SWIS may use PowerSchool to access behavioral data.

Section V

Behavioral Incidents and Interventions by Level

Disciplinary Incidents

The following sections were compiled as a comprehensive list of potential disciplinary incidents (separated into Levels I, II, and III) based on a review of past behavioral incidents of students both in the Hartford Public School System and other Connecticut school districts.

While the list is extensive, it **is by no means considered to be absolute**. Thus, other consequences may occur, which are not included in this list. In these cases, the disciplinary team should apply similar standards as described in the three levels offered when assigning disciplinary action. In all cases listed below, administrators are advised that documentation of the incident is required by law, and thus at a minimum the Student Discipline Referral (SDR) form must be completed with the incident and action taken and appropriate copies distributed as noted on the forms. In cases where more severe action must be taken, a completed Request for Administrative Action packet must be completed and submitted to the superintendent or his/her designee (see section on Procedural Safeguards).

For purposes of this document, all behavior that is disruptive of the learning process should be addressed by school administrators and staff, i.e. smoking, lewd behavior, vulgarity, etc. In these cases, interventions should be applied that negate these behaviors and impress on the student the need to follow school rules. In cases where a student repeats these incidents and initial interventions are unsuccessful, school administrators are instructed to apply a stricter response (see Level III consequences).

Progressive Discipline

The section below lists the behaviors that are inappropriate for school. For Level I and Level II incidents, the middle and right hand columns present the interventions and consequences that school principals should use to address the inappropriate behavior in a progressive approach. The middle column lists “Recommended Instructive, Corrective, or Restorative Responses.” These responses are evidence-based, instructive, and corrective consequences that principals should consider first when responding to inappropriate behavior. The right column lists “Additional Consequence” for principals to utilize if recommended interventions from the third column are insufficient to address the student’s inappropriate behavior. Both columns list responses in a graduated manner.

For Level III incidents, the right column explains the required consequences and additional interventions that administrators should use to address the inappropriate behavior.

Disciplinary incident Level	Recommended Instructive, Corrective, or Restorative Response	Additional Consequence (only for repeating the same inappropriate behavior)
<p style="text-align: center;">Level I</p>	<ul style="list-style-type: none"> ● Other instructive or corrective consequence (i.e. verbal redirection) ● Principal or designee shall warn student and inform parent(s) ● Documented conference focused on expectation(s) violated and practicing expected behavior ● Teacher, student, and parent/guardian conference-- same focus as above ● Participation in peace or healing circle with staff and peers impacted by behavior (Restorative Justice) ● Referral to school peer jury, peer mediation or peer conferencing (if available and approved by the principal) 	<ul style="list-style-type: none"> ● Conference to identify and address the causes of repeated behavior and develop a strategy to address ● Daily check in/check out with identified staff member ● Removal from class ● Use of short term behavioral contracts/report cards home to reinforce desired behavior ● Principal warning and notice to parents. ● Principal conference with parents, teacher, and student ● Behavior contract ● Removal of school privileges such as intramural sports, school dances, etc. ● Detention--before school, after school, or Saturday ● One day inside school suspension
<p style="text-align: center;">Level II</p>	<ul style="list-style-type: none"> ● Use of student reflection sheet ● Documented teacher and student conference focused on expectation(s) violated and practicing expected behavior ● Other instructive or corrective consequence ● Teacher, student, and parent/guardian conference-- same focus as above ● Teacher, student, resource person, and/or administrator conference-- same focus as above ● Participation in peace or 	<ul style="list-style-type: none"> ● Teacher, student, and/or administrator conference to identify and address the causes of repeated behavior and develop a strategy to address ● Removal from class ● Daily check in/check out with identified staff member ● Safety Plan ● Enhanced Classroom Intervention Plan/ Behavior Support Plan ● Use of short term behavioral contracts/report cards home to reinforce desired behavior. ● Detention--before school, after school, or Saturday. ● Removal of school privileges not to

		exceed five school days
	<p>healing circle with staff and peers impacted by behavior (Restorative Justice)</p> <ul style="list-style-type: none"> ● Referral to school peer jury, peer mediation or peer conferencing (if available and approved by the principal) ● Referral to social skills instruction, academic tutoring, or a focused-mini course to remove trigger or replace student response (if available and approved by the principal) ● Teacher, student, resource person, and/or administrator conference to identify and address cause of behavior and develop strategic response. ● Referral to therapeutic group if trigger or response is connected to need for anger management, trauma treatment, or other counseling (if available and approved by the principal) 	<ul style="list-style-type: none"> ● Referral to law enforcement officials, where mandated by the Hartford Public School System's policy on drug & alcohol use by students and/or Connecticut state law ● Student reparation, restoration, or restitution for any stolen or broken property ● In-school suspension (one to three days) ● ONLY FOR REPEATING THE SAME INAPPROPRIATE BEHAVIOR: In school suspension In the event of repeated, aggravated, or flagrant incidents, the principal may suspend the student or may recommend the student for expulsion
<p style="text-align: center;">Level III</p>	<p style="text-align: center;">Students under the age of 18 are not to be questioned by police personnel unless accompanied by their parent or legal guardian.</p> <p>A student may be suspended for five to ten days.</p> <p>Following a period of suspension or expulsion, balanced and restorative justice practices may be used to help reintegrate a student into the school community.</p> <p>Repeating the same inappropriate behavior could result in expulsion or notification to law enforcement or outside social agency.</p>	

Level I Disciplinary incidents

Level I disciplinary incidents are the least serious of the three categories of disciplinary incidents described in the Hartford Public School System's HPS Behavior Systems and Supports.

Generally speaking, these incidents are not the malicious or dangerous types of behavior deserving consequences by harsher measures. The first violation of one of these Level I disciplinary incidents would normally not lead to suspension, although under appropriate circumstances any type of violation can result in suspension at the discretion of the principal¹. A more complete description of each of the Level I disciplinary incidents is presented below:

1. Entering or remaining in a classroom, in a school building, or on the grounds without an authorized purpose

Many of the problems can occur when students are in or near school buildings without authorization during the school day. Examples are falsely called in fire alarms using school phones, bomb threats, and increased opportunities for destruction of school and personal property. Accordingly, school staff should be active in preventing students from entering unauthorized areas of the building and grounds. If students are found in an unauthorized area, they should be asked to leave. If they refuse to comply with a valid and reasonable request to leave the unauthorized area, then disciplinary action under this section would be appropriate.

2. Refusing to identify oneself to school personnel

In order to maintain control and discipline within a building, school officials must be permitted to obtain the identification of students. Accordingly, students are under an obligation to identify themselves properly when requested to do so by a school staff member. Refusal to respond to a valid request for identification constitutes a Level I disciplinary incident.

3. Leaving a classroom without proper permission

There are many problems cited above, with regard to disciplinary incident No.1, which could arise when students leave a classroom and roam the halls or school grounds without permission.

To minimize the chance of these incidents occurring, this Code treats entering unauthorized areas and leaving the school as Level I disciplinary incidents. In responding to these disciplinary incidents, school staff should be particularly sensitive to the causes of the student's desire to leave the classroom or building.

4. Disrupting class

There are types of behavior that are disruptive in the classroom. Examples of such behavior are loud talking, playing loud music, using laser pointers, refusing to sit in a chair or desk, or pushing, moving, or banging on furniture. When such behavior is disruptive of the educational process within a classroom or study hall, school officials should respond in the way prescribed by the Code of Discipline.

It should be emphasized here that whenever the response to class disruption involves removal from class, suspension, or expulsion, all of the procedural safeguards discussed earlier in the Code of Conduct must be observed. For example, students may not be removed from class for a period to exceed 90 minutes and may not be removed from classes more than six times in any school year or more than twice in one week unless they are given the opportunity for an informal hearing in accordance with procedures governing suspension.

¹ Whenever the term "principal" is used in the STUDENT HANDBOOK or STAFF MANUAL, it shall be interpreted to mean principal or his/her designee.

Likewise, if students are to be suspended upon the sixth time they disrupt a class, they are entitled to all of the safeguards governing suspension. In other words, the procedures to be followed in applying any disciplinary consequence are determined by the nature of the consequence, not the nature of the disciplinary incident.

5. Unauthorized or inappropriate use of cell phones or electronic devices

Students' use of cell phones as well as the use of other electronic devices are commonplace in our society; however, students have a responsibility to contribute to an orderly school environment and to prevent the disruption of school and the instructional process. *See Electronic Devices reference in Section II for information regarding consequences.*

6. Displaying inappropriate affection

Under this section, any inappropriate display of affection that interferes with the promotion of an educational climate free from interference and interruptions will be handled with a warning to the student and notice to the parents/guardians. The warning to the student may be oral but the notice to the parents/guardians should be in writing. It is important that adequate records be maintained so that it can be documented that the warning was given.

7. Blocking or interfering with the smooth flow of traffic in the corridors

Students who disregard this section if they blocked or otherwise interfered with the flow of other students or staff through the corridors. Examples of behavior in this category would be pushing, tripping, littering, or participating in disruptive sit-downs, walkouts, or boycotts.

8. Turning off corridor, classroom, or stairwell lights without staff permission

The purpose of this rule is, of course, to prevent injury to students and staff that might result from the unauthorized switching off of lights in the school building. Certain incidents may qualify as a Level III incident and may then require Level III consequences (page 19, #3).

9. Throwing food or other objects

This incident is classified as Level I because normally students do not intend personal injury or property damage when they throw food or other objects. Nonetheless, the throwing of any object is behavior that is sufficiently dangerous by its very nature to warrant some staff response whenever it happens. Besides food, the throwing of the following objects are examples of behavior which may be punished under this section: snow, ice, spitballs, rubber bands, tools, rocks, bottles, cans, cosmetics, pencils, pens, or books. Of course, there are many instances where the throwing of an object would be treated as Level II or Level III disciplinary incidents. If a student threw an object with intent to cause serious injury to another person or for the purpose of coercing or extorting from another person, that would be a Level III incident.

10. Engaging in pranks that may endanger persons or property

Intent is the factor that distinguishes these incidents from the more serious incidents treated as Level II or Level III. A prank is usually a practical joke or mischievous trick designed to embarrass another person but normally not intended to endanger person or property. For example, locking someone in a closet or restroom stall, putting pins or tacks on a chair seat, pulling a chair out from under someone, pouring liquid into a locker, and putting grease or other slippery substance on the floor are pranks which might be considered endangering to persons or property. Some discretion will be needed in evaluating prankish behavior because under some circumstances the examples above might not even be considered endangering. On the other hand, the same behavior under other circumstances might be considered to be of greater seriousness than pranks and more accurately classified as malicious and intentional threats to personal safety. To determine the category in which to place the incident, the staff member will have to evaluate the student's intent. Unless it recklessly causes injury or property damage and the student merely intended to embarrass the other student or staff member, then the behavior is probably best classified as Level I disciplinary incident.

11. Smoking and Vaping

State law prohibits any person from lighting or carrying a lighted cigarette, cigar, pipe, electric cigarette, vaping pen or similar device in any school area including school grounds. This Code reinforces state law by prohibiting students from smoking in any area in the school or on school grounds. State law and this Code also prohibit smoking and vaping while traveling on a school bus.

12. Attendance

State law requires attendance at school. Being in the classroom, doing assigned work, and contributing to the class on a regular basis are important to success in school. (Please refer to the section Other Rules Related to Attendance [page 25-26] for additional information and other suggested interventions.)

13. Uniform Expectations

Students are required to wear the official uniform of the school they attend.

Level II Disciplinary incidents

The types of incidents in Level II are considered serious; however, when considering consequences, principals are encouraged to use their discretion in applying interventions on a case-by-case basis. Principals should note that discipline is progressive based on the number of repeated incidents in the level and that the safety and security of the students and staff should be a factor in their decision making.

1 - Disruptive activity beyond the classroom

Students meet a Level II disciplinary incident if they disrupted the educational process in an area larger than just a single classroom. For example, if students were engaging in disruptive behavior in a corridor which disrupted any activity beyond the classroom. Other areas, which might be considered larger than a single classroom, would be a school auditorium where several classes may have gathered for an educational program, or school library where many students may be reading or studying. When a student disrupts the learning process of more students, and where the disruption may be intentional, the possible consequences are more severe.

2 - Leaving school building or grounds without permission

This section has the same concerns as Level I, Disciplinary incident No. 3, leaving a classroom without proper permission. In leaving the school building or grounds without permission, the student places himself/herself in danger as well as increasing the opportunity for destruction of school and personal property.

3 - Student Use of District Computer Systems

In accordance with district policy, conduct including but not limited to the following is prohibited with respect to use of the Hartford Public School System's computer systems: sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime, pursuant to Public Act 95-143, and other laws); gaining or seeking to gain unauthorized access to computer systems; damaging computers, computer files, computer systems, or computer networks; using another person's password under any circumstances; trespassing in or tampering with any other person's folders, work, or files; sending any message that breaches the district's confidentiality requirements or the confidentiality of students; sending any copyrighted material over the system. In addition, as noted above, if a particular behavior or activity is generally prohibited by law or by Board policy or school rules or regulations, it must not occur in the use of these computer systems.

4 - Intentionally defying a valid request of a school staff member

This incident is often called "insubordination." For the purpose of this Code, it is defined as deliberate defiance or repeated refusal to comply with reasonable requests of school administrators, teachers, or other school personnel. Examples of such

reasonable requests are to disperse, identify oneself, be seated, be quiet, or report to assigned areas or rooms for disciplinary or educational purposes.

5 - Disrespectful, vulgar, and/or profane language

It is essential that students not be permitted to insult and degrade anyone. While such student action may not involve immediate disruptive behavior, disrespectful language directed at others plays a significant role in undermining the general level of discipline in the school.

6 - Sounding or reporting a false emergency alarm

Students do not adhere to this section if they set off or sound a false alarm or falsely report or warn of fire, explosion, crime, or another emergency that could require closing or evacuation of the school for any period of time. It is not necessary that such closing or evacuation actually occur. Rather, it is a breach of this section to sound an alarm or falsely report a crime or other emergency of the type, which, if it were actually to occur, would result in the closing or evacuation of the school.

Certain circumstances where malicious intent can be proven may make it necessary for school administrators to handle this as a Level III incident and impose Level III consequences (page 20, #9).

7 - Disregarding the emergency evacuation regulations

Students disobey this section when they breach emergency evacuation regulations by talking, pushing, shoving, tripping, blocking doors or corridor lanes; commit acts interfering with the evacuation and smooth flow of traffic; or create a substantial rush of panic by preventing others from hearing evacuation instructions during a fire, air raid, or other emergency drill. Satisfactory evacuation procedures are essential to the safety of every student in the schools. Any student who takes these evacuation procedures lightly by interfering with them or by disrupting an actual evacuation or an evacuation drill shall be considered to have committed a Level II disciplinary incident.

8 - Engaging in inappropriate sexual behavior or activity

Students have the responsibility to conduct themselves in a responsible, mature manner in the school and around the campus. Under this section, inappropriate sexual behavior or activity will be defined as conduct that has the purpose or effect of having a negative impact upon the educational climate.

9 - Being found with any type of paraphernalia normally associated with the use of drugs (e.g. tobacco rolling papers, bongs, clips, pipes, and needles)

When such paraphernalia is found in the possession of a student, it will be submitted to the police for analysis. If analysis shows drug use or possession, the student's actions will lead to a Level III disciplinary incident; otherwise, it remains a Level II incident.

10 - Stealing or damaging school property or the property of others

Students fail to meet behavioral expectations in this section whenever they damage or take possession of school property or the property of others without the permission of the owner or person in legal custody of that property. This section also prohibits the taking of school property or the property of others through embezzlement or under false pretenses. In short, whenever students deprive a school or the true owner of the benefits of ownership of such property, they have committed a Level II disciplinary incident.

11- Recklessly driving on school property, in parking lots, or in areas directly adjacent to the school

It is not only an incident of this Code but disregards state law about driving a motor vehicle in a reckless manner on any road, sidewalk, parking area, or school property. Examples of such reckless driving would be driving at high rates of speed, racing, or failing to observe pedestrian crosswalks. In cases where staff observes behavior that can result in injuries and/or property damage, staff is instructed to refer to Level III-incident 3.

12 - Forcing other persons to engage in conduct, which they have a legal right to refuse

Students disregard this section whenever they compel or induce other persons to engage in conduct from which the latter has a legal right to abstain or compel or induce those persons to abstain from engaging in conduct in which they have a legal right to engage. Accordingly, this section not only prohibits a student from forcing another to participate in an activity but also prohibits a student from blocking or forcing a student to forego activity that is otherwise lawful. An example of the former might be a student who forces another student to provide answers to an exam.

An example of the latter might be a student who forces another not to participate in a particular extracurricular activity so that the first student has a better chance to make a team or otherwise succeed. Schools should be a place that is free of this type of coercion, and this Code provides that such behavior is treated as a Level II disciplinary incident.

11- Intentionally threatening another person with physical injury or property damage

Students are guilty of a incident of this section whenever they intentionally use a threat to place, or attempt to place, another person in fear of physical injury or property damage.

12 - Fighting

Fighting occurs when two or more students are actively engaged in hitting, kicking, pushing, tripping, or otherwise attempting to harm each other. Even though one student may “start the fight,” one or more students may be guilty of fighting if they offer more than passive resistance against the instigator and aggressively attempt to harm the instigator. However, state statute allows a person to use reasonable physical force to defend themselves or others from the imminent fear of physical injury. Students who are attacked by another student can avoid violating this section by retreating or offering only enough resistance to avoid harm to themselves without inflicting harm on the instigator. School administrators are encouraged to thoroughly investigate the incident and proceed with suspension(s) when one or more student(s) emerge as the aggressor.

Level III Disciplinary Incidents

1 - Possessing or transmitting any firearm, knife (2.5" blade or larger), explosive, or other dangerous object

A student fails to meet school expectations in this section by possessing or transmitting, for example, a firearm, an explosive, a sling shot, an air rifle, a BB gun, firecrackers, a choke collar, a roll of coins, or any other dangerous object.

Furthermore, a student commits a incident of this section by possessing or transmitting a deadly weapon as defined in Connecticut General Statutes section 53a-3 while at school, traveling on a school bus, or at a school sponsored activity. Connecticut General Statutes section 53a-3 defines a deadly weapon as any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy club, blackjack, bludgeon, or metal knuckles. The term “possessing” is defined as holding, carrying, or storing a prohibited object or substance on or in a student’s body, clothing, hat, purse, wallet, handbag, carrying case of any type, locker, desk, chair, automobile, bicycle, motorcycle, book, tablet, pen, pencil, or in any way or manner whatsoever holding, carrying, or storing a prohibited object or substance.

2 - Starting a fire or causing an explosion with intent to damage school or personal property

This is commonly known as the crime of arson. However, if based on the preponderance of the evidence, school officials conclude that the student started a fire or caused an explosion with the intent to destroy or damage the building or school or personal property, the student earn consequences under this section. In certain instances, a fire may be started accidentally, for example in a science lab during an experiment.

3 - Engaging in violent conduct that intentionally or recklessly causes physical injury or substantial property damage

Violent behavior would include rioting, interfering with staff who are attempting to control a violent activity or situation, other tumultuous behavior in the school, or creating an environment that contributes to the escalation of a situation (i.e.

turning off classroom or other lights leading to total darkness). When such actions either intentionally or recklessly causes physical injury or substantial property damage, the student perpetrator will be guilty of an incident of this section.

4 - Stealing school property or the property of others by using threats or force against another person

This differs from the Level II disciplinary incident 11 and 13 by including the use of force within the definition. Neither of the aforementioned Level II disciplinary incidents requires that the student actually use force to obtain school property or the property of others. Accordingly, whenever a student actually engages in the use of force to take school property or the property of others, it becomes a Level III disciplinary incident. The mere threat of force or the stealing of property without using any force is treated as a Level II disciplinary incident. However, whenever the student uses actual force to steal school property or the property of others, it must be treated as a Level III disciplinary incident. Of course, there may be some situations, particularly in the elementary and middle schools where the principals, at his or her discretion may decide that the incident does not rise to the level of a Level III incident. For example, if one student grabs another student's pencil or lunch bag, it might, strictly speaking, be a Level III incident; however, it is at the discretion of the principal to conclude that these events do not involve the type of force intended to be punished as a Level III incident.

5 - Extortion

State law defines extortion as "obtaining property through coercion or by means of instilling fear that if property is not delivered the person will cause physical, property, or reputational damage." C.G.S. 53a-119(5)

6 - Possessing, using, or being under the influence of any controlled drug, hallucinogenic substance, barbiturate, amphetamine, marijuana, alcoholic beverage or intoxicant

The incident of possession, use, and being under the influence of drugs and alcohol is separate from the incident of selling, possessing with intent to sell, giving, or administering drugs and alcohol. This is not intended to indicate that possession, use, or being under the influence of drugs or alcohol is not a serious incident. On the contrary, possession of any illegal substance is one of the most serious incidents. However, there are some occasions when it is not appropriate to treat possession for personal use or being under the influence of drugs or alcohol the same as possession with intent to sell a controlled substance. Because of the unique problem of drug and alcohol dependency, there may be better strategies available than just recommending the student for expulsion. There is an indication that if the weight or amount of drugs exceeds the amount that could be only used by the individual student, then this becomes a more serious incident. As noted in the HPS Behavior Systems and Supports document, the term "possessing" is defined as holding, carrying, or storing a prohibited object or substance on or in a student's body, clothing, hat, purse, wallet, handbag, carrying case of any type, locker, desk, chair, automobile, bicycle, motorcycle, book, tablet, pen, or pencil, or in any way or manner whatsoever holding, carrying, or storing a prohibited object or substance.

7 - Selling, giving, possessing with intent to sell, or administering to another person of any controlled substance or drug, hallucinogenic substance, barbiturate, amphetamine, marijuana, alcoholic beverage, or intoxicant.

Prescribed drugs may be administered by the school nurse or designee.

This section should be self-explanatory. If students are required to take prescription drugs during school hours, they should report to the school nurse before school and make arrangements to have the prescribed drug administered. If there is no nurse in the school, the students should report to the principal's office, and a staff member will be designated to administer the prescribed drug.

8 - Assaulting another person, any school staff member, or volunteer

For the purpose of this Code, assault means a physical attack on another person with intent to cause harm or causing serious physical injury. C.G.S. 53a-3 defines serious physical injury as "physical injury which creates a substantial risk of death, or which causes serious disfigurement, serious impairment of health, or serious loss or impairment of the function of any bodily organ."

9 - Sounding or reporting a false emergency alarm

If it can be proved following an investigation that the reporting or activating of a false alarm was done maliciously and with the intention of disrupting the educational process, i.e. during middle or high school exam weeks, etc., as opposed to an act of curiosity (typically for elementary school students), then Level III consequences may follow.

Discipline Related to Attendance

1. Truancy

C.G.S. 10-198a defines a truant as any child age 5 to 18, inclusive, who is enrolled in a public school that has four unexcused absences from school in any one month or ten unexcused absences from school in any school year. C.G.S. 10-200 defines habitual truant as a child age 5-18, inclusive, who is enrolled in a public school that has 20 unexcused absences within a school year. A DCF 136 form for educational neglect will be completed if the parent is responsible for the student not attending school but if it is an older child whose parent is trying to persuade the child to attend but experiencing difficulty then a Youth Service Bureau referral can be offered to support the family (See Attendance Manual). In consultation with the principal a determination is made to decide whether the student has successfully mastered the curriculum expectations for that marking period.

Any exception to this policy will be established by school administrators on an individual basis, subject upon application by both student and parent/guardian, to a review by an appeals committee consisting of the appropriate associate superintendent, the pupil personnel administrator, and/or school health medical advisor or designee.

2. Class Cutting

- a. A class cut is a day's absence from class, which results in detention.
- b. A class cut to study period will be referred to the administrator for appropriate action.
- c. Any class cut in excess of two in the marking period will be referred by the classroom teacher to the administrator for appropriate action.

Any consequence imposed on a student as a result of class cutting will be accomplished in a manner consistent with procedural safeguards described elsewhere in this manual. Exclusionary discipline should not be imposed for class cutting only. Other interventions as described under Level I should be tried first.

3. Tardy to Class

Tardies to school will be separated from tardies to class with incidents for both as follows:

- a. Tardies to class will be managed by classroom teachers. Three tardies to an individual class during the marking period may result in the student's referral to the administration for further disciplinary action.
- b. Each marking period is to be considered a separate entity.

4. Tardy to School

- a. Tardies to school will continue to be a responsibility of the administration.
 - i. Students entering school tardy must report to the administrative office, and their homeroom teacher will be notified of their presence through that office.
- b. If students are tardy to school, the administrator will offer intervention programs such as referrals to the guidance counselor and before-school or after-school detention. If these programs do not improve the student's attendance, the principal will review their record for further action.

No student is to be sent home from school until contact is made with the parent/guardian. Principals or designees cannot send children under the age of 16 home without positive contact with a parent or guardian, including adult supervision of the student. Other consequences include after school or community service.

Appendix I

Pertinent Connecticut General Statutes

Definitions per C.G.S. 10-233a:

- Removal “means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes.”
- In-school suspension “means an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school...”
- Out-of-School suspension “means an exclusion from school privileges or from transportation services only for no more than ten consecutive school days...”
- Expulsion “means an exclusion from school privileges for more than ten consecutive school days...”

(Source: CSDE, 2015)

I.a CT General Statutes: Sec. 10-233b. Removal of pupils from class. (a) Any local or regional board of education may authorize teachers in its employ to remove a pupil from class when such pupil deliberately causes a serious disruption of the educational process within the classroom, provided no pupil shall be removed from class more than six times in any school year nor more than twice in one week unless such pupil is referred to the building principal or such principal's designee and granted an informal hearing in accordance with the provisions of section 10-233c.

(b) Whenever any teacher removes a pupil from the classroom, such teacher shall send such pupil to a designated area and shall immediately inform the building principal or such principal's designee as to the name of the pupil against whom such disciplinary action was taken and the reason therefore.

I.b CT General Statutes: Sec. 10-233f. In-school suspension of pupils. Reassignment. (a) Any local or regional board of education may authorize the administration of schools under its direction to impose an in-school suspension on any pupil whose conduct endangers persons or property or is seriously disruptive of the educational process, or is a violation of a publicized policy of such board. No pupil shall be placed in in-school suspension without an informal hearing before the building principal or such principal's designee at which such pupil shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, provided no pupil shall be placed in in-school suspension more than fifteen times or a total of fifty days in one school year, whichever results in fewer days of exclusion.

(b) A local or regional board of education may reassign a pupil to a regular classroom program in a different school in the school district and such reassignment shall not constitute a suspension pursuant to section 10-233c, or an expulsion pursuant to section 10-233d.

I.c CT General Statutes: Sec. 10-233c. Suspension of pupils. (a) Any local or regional board of education may authorize the administration of the schools under its direction to suspend from school privileges any pupil whose conduct on school grounds or at a school sponsored activity is a violation of a publicized policy of such board or is seriously disruptive of the educational process or endangers persons or property or whose conduct

off school grounds is a violation of such policy and is seriously disruptive of the educational process. In making a determination as to whether conduct is seriously disruptive of the educational process, the administration may consider, but such consideration shall not be limited to: (1) Whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in section 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. Any such board may authorize the administration to suspend transportation services for any pupil whose conduct while waiting or receiving transportation to and from school endangers persons or property or is a violation of a publicized policy of such board. Unless an emergency exists, no pupil shall be suspended without an informal hearing by the administration, at which such pupil shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, provided nothing herein shall be construed to prevent a more formal hearing from being held if the circumstances surrounding the incident so require, and further provided no pupil shall be suspended more than ten times or a total of fifty days in one school year, whichever results in fewer days of exclusion, unless such pupil is granted a formal hearing pursuant to sections 4-176e to 4-180a, inclusive, and section 4-181a. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

(b) In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of such pupil.

(c) Any pupil who is suspended shall be given an opportunity to complete any classwork including, but not limited to, examinations which such pupil missed during the period of suspension.

(d) Whenever a pupil is suspended pursuant to the provisions of this section, notice of the suspension and the conduct for which the pupil was suspended shall be included on the pupil's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the local or regional board of education if a pupil graduates from high school.

(e) For any pupil who is suspended for the first time pursuant to this section and who has never been expelled pursuant to section 10-233d, the administration may shorten the length of or waive the suspension period if the pupil successfully completes an administration-specified program and meets any other conditions required by the administration. Such administration-specified program shall not require the pupil or the parent or guardian of the pupil to pay for participation in the program.

(f) Whenever a pupil is suspended pursuant to the provisions of this section, notice of the suspension and the conduct for which the pupil was suspended shall be included on the pupil's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the local or regional board of education if a pupil graduates from high school, or in the case of a suspension of a pupil for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection

(e) of this section, such notice shall be expunged from the cumulative educational record by the local or regional board of education (1) if the pupil graduates from high school, or (2) if the administration so chooses, at the time the pupil completes the administration-specified program and meets any other conditions required by the administration pursuant to said subsection (e), whichever is earlier.

(g) On and after July 1, 2010, suspensions pursuant to this section shall be in-school suspensions, unless during the hearing held pursuant to subsection (a) of this section, (1) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension, or (2) the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence of (A) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and

(B) efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. An in-school suspension may be served in the school that the pupil attends, or in any school building under the jurisdiction of the local or regional board of education, as determined by such board.

I.d CT General Statutes: Sec. 10-233a. Definitions. (f) "Emergency" means a situation under which the continued presence of the pupil 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 as possible.

Appendix II

Further Information on Emergency Suspensions

The administrator shall schedule the hearing at the earliest practicable and convenient time for the student and parents but not later than three school days after the emergency exclusion.

The principal may extend the suspension up to the maximum of 10 school days (including the days of emergency suspension) provided an informal hearing has been held and the principal determines that the student committed a suspendable incident.

At this informal hearing, the principal shall inform the student of the reasons for the proposed suspensions and shall determine whether the student understands those reasons. The student shall be given an explanation of the evidence against them and an opportunity to explain the situation or their side of the story. The principal or designee shall perform such fact-finding investigation as is deemed necessary to ascertain the accuracy of the charges and of the rebuttal by the student.

The principal shall carefully weigh the information and explanation, seek additional documentation and conduct a more formal hearing if the circumstances surrounding the incident justify further inquiry for full and true disclosure of the facts. The formality of the hearing may vary with the seriousness of the situation and with the possible length of suspension being contemplated by the principal.

No student shall be suspended more than 10 times or a total of 50 days in one year, whichever occurs first, unless the student is granted a formal hearing as described in the Expulsion section of the manual.

The principal who suspends a student shall, within 24 hours of the decision to suspend, send notification in writing to the student's parents, informing them of the reason(s) for the disciplinary action, the consequence, the date of readmission, and if necessary a request for a parental conference on the readmission date or sooner. Such notification shall be given first by telephone and then sent to the parents by first class mail. The notification may include a statement that if the parents attend a conference with the principal and if the principal is satisfied that the student's misconduct will not be repeated, and then the principal may readmit the student before the expiration of the suspension period. The principal who suspends a student shall, within 24 hours of the suspension, report the suspension in PowerSchool.

When administering consequences, it is important to remember that suspension is a serious intervention in managing student behavior and is considered reasonable for grades 4-12 when all other interventions have been utilized and documented (using the approved forms of the district). In the case of students in grade 3 and below where suspension is imminent because of safety concerns of the student, peers, and/or staff members, it is recommended that the administration and all other pertinent parties (for example Behavioral Technician, special education teacher, classroom teacher, School Social Worker, etc.) develop a plan for the student that encourages proactive supports and interventions for the student including, but not limited to a Functional Behavior Assessment, Behavior Intervention Plan (FBA/BIP), or a crisis/safety plan for the student to promote safe and appropriate behavior.

A letter to the superintendent or designee (cover sheet), suspension letter & SAT/SST invitation, initial meeting with student minutes, SAT/SST minutes, request for special services form, Unusual Incident Report(s), documentation of past behavioral performance (through narrative, Office Discipline Referral (ODR) or other disciplinary forms), academic documentation, most recent report card, attendance, transcripts, test scores, as well as the police report (if applicable), student assistance center referral (if applicable), DCF referral (if applicable), Family With Service Needs referral (if applicable), PPT minutes (if applicable). (Please note that all of the items above have been distributed to your school and are computerized for convenience.

Additional copies are available upon request).

Principals are encouraged to work closely with those individuals (teachers, School Safety Officers, Behavioral Technicians, etc.) most intimate with the incident in question to prepare the materials required for the Request for Administrative Action to ensure the strongest possible case.

No student will be considered for Administrative Action without a completed packet. Incomplete packets will be returned to the initiating school for completion prior to any Administrative Action being taken. In addition, since alternative education is now considered an option for students being recommended, the same documentation is required for all students being referred to the Hartford Public School System's Alternative Education programs. This information must be submitted to the superintendent or designee before any student will be considered for transfer to the Alternative Education programs.

If the superintendent or designee concurs with the recommendation for expulsion, the student and parent shall be sent a written notice. The notice shall include: (1) a statement of the time, place and purpose of the hearing; (2) a statement of legal authority and jurisdiction under which the hearing is to be held; (3) a reference to the particular sections of the Connecticut General Statutes and regulations as well as the Hartford Public School System's behavior interventions and supports; (4) a statement of the reasons for the recommended expulsion; (5) a statement of the student's rights at the hearing; and (6) if applicable, a statement that the student is not entitled to alternative education services during any period of expulsion.

The Hartford Public School System may expel any student whose conduct is classified as a behavioral incident warranting expulsion under this Code or whose behavior on school grounds or at a school sponsored activity is seriously disruptive of the educational process or endangers persons or property, and shall expel any student whose conduct violates any Level III Disciplinary incident. No student shall be expelled without a formal hearing before the Board of Education or its Hearing Officer. While the expulsion hearing and decision are pending, the student shall be entitled to attend their regularly assigned school program unless they have been suspended under the usual procedures or the principal, in consultation with the superintendent or designee; concludes that an emergency suspension is warranted with regards to the student's continued attendance to school.

The Board of Education or its Hearing Officer shall conduct hearings as soon as possible, or within 10 school days after a written administrative recommendation for expulsion. Such a hearing shall be scheduled at a convenient time and place so as to encourage one or both parents to attend and participate. The hearing may be held without parental attendance or participation if the parents are unable or unwilling, or refuse to participate. In these instances, the Board of Education or its Hearing Officer may appoint a temporary guardian.

A student shall have the following rights at an expulsion hearing: (1) to be accompanied and advised by counsel or other individuals of the student's own choosing; (2) to present witnesses, evidence and argument on the student's behalf; (3) to confront witnesses and school personnel; (4) to make a written stenographic record or electronic tape recording of such hearing at the student's own expenses; (5) to attend, be present, testify or remain silent; (6) to have a hearing open to the public, unless the student wishes it to be private.

Any oral or documentary evidence may be received at the hearing, but the Board of Education or its Hearing Officer shall give effect to the rules of privilege. Documentary evidence may be received in the form of copies or excerpts if the original is not readily available. Upon request, parties shall be given an opportunity to compare the copy to the original.

The student and parent shall have access to any administrative report, recommendation, record, staff memoranda, or other materials unless privileged under state law, and shall be afforded an opportunity to contest such material.

The parties may call witnesses, examine and cross-examine witnesses, and introduce documentary materials. If the Board of Education or its Hearing Officer have reasonable cause to believe that disclosure of the name of any student, staff or other witness averse to the student will result in retaliation or fear of personal safety, then the Board of Education or its Hearing Officer shall have discretion to consider a summary report of such testimony without disclosure of the name.

The Board of Education or its Hearing Officer shall proceed with reasonable dispatch to conclude any expulsion pending before it and shall render a final decision within 5 days following the close of the case. The decision to expel shall be made by a majority vote of those members of the Board of Education who are present and who hear the case or read the complete record of evidence, arguments and briefs or by a Hearing Officer as provided by C.G.S. 10-233d who is present and who hears the case or reads the complete record of evidence, arguments and briefs. Board of Education members or the Hearing Officer shall be impartial and render a final decision in writing, based exclusively on the evidence and material introduced. The decision shall state full findings of fact, reasons for, and the duration of the expulsion. In determining the length of an expulsion and whether the student will receive any alternative education program, the Board of Education or its Hearing Officer may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of such students.

The student and parent shall be notified immediately, either personally, by phone or by mail, and a copy of the decision shall be delivered or mailed to the student and parent, their attorney of record, and the school principal/Board of Education within five days of taking such action. Any student who is expelled shall be offered an alternative education opportunity during the period of expulsion to the extent provided by Connecticut General Statutes. Such alternatives may include, but shall not be limited to, the placement of the student in a regular classroom program of a school other than the one from which such student has been excluded, a suitable program of work study, training-supervised apprenticeship, a private school program, or other forms of equivalent education instruction. The student and parent shall be consulted and involved in the selection and/or formulation of such alternative program.

Extenuating Circumstances – Suspension and Expulsion

A student may be excluded from school pending the hearing before the school administration provided that the procedures for a suspension have been followed. However, in accordance with Connecticut state law, such a suspension may last no more than 10 school days.

This Behavioral Systems and Supports Guide establishes that the Board of Education or its Hearing Officer will conduct an expulsion hearing within 10 days after receiving the expulsion recommendation. If this schedule is followed, there should rarely be a case where a student who has been suspended pending an expulsion hearing may return to school before the expulsion hearing is held. Requests for interim alternative placement will be reviewed by the superintendent or designee and discussed with the requesting administrator. Granted requests will be forwarded to a case manager who will contact the parent to schedule an intake meeting and contact the school to obtain all necessary records and information. In cases where the request is not granted, the school administrator will be notified and should allow that student back into school at the conclusion of the 10-day suspension. Other reasonable arrangements can be made for the student in the school (i.e. transfer to another class or cluster, placement in the in-school suspension room, etc.).

A more difficult situation would arise if the student has already been suspended 10 times or 50 days, whichever comes first, in the school year at the time the principal recommended the student for expulsion. Under Connecticut Statutes, such a student may not be suspended again until the expulsion hearing has been held. There are three suggestions for dealing with this situation. First, if careful records of student suspensions are kept, the principal should be able to avoid ever making an expulsion recommendation for a student who has already been suspended 10 times or 50 days in the school year. Second, if a principal does make a recommendation for expulsion of a student who has already been suspended up to the statutory limits, the Board of Education or its Hearing Officer may be requested to expedite the schedule of the expulsion hearing. However, care must be exercised so that the student and his parents receive adequate notice of the expulsion hearing. Third, if the student's alleged incident has created an emergency so that the continued presence of the student poses a danger to persons or property or disruption of the education process, then under such circumstances the student may be excluded pending the expulsion hearing, even though the usual term for suspension has been exceeded. This course of action should be utilized only where an emergency exists and requires consultation with the superintendent or designee for a temporary placement of that student pending the actual expulsion hearing.

Appendix III

Dress Code/Uniform Policy - Prohibited accessories and items of clothing

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

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

- a. Attire or accessories that contain messages or images that would tend to be offensive or disruptive to the educational process, including racist messages or images; sexist messages, or images; messages or images promoting the use of drugs, alcohol, or tobacco; profane or pornographic messages or images; messages that incite violence or constitute “fighting words”; or attire or accessories that promote or signify gang affiliation.
- b. See-through clothing, clothing revealing bare midriffs, tank tops, halter tops, tube tops, undershirts or underpants worn as outer garments, clothing with plunging necklines (front or back), sleeveless shirts, exposed clothing made of spandex material, or clothing worn in such a manner as to expose undergarments.
- c. Bare feet, bedroom slippers, shower style flip-flops, roller blades, roller-skates, or footwear that mars floors, causes excessive noise, or creates a safety hazard.
- d. Head coverings of any kind, including but not limited to hats, caps, scarves, bandanas, curlers, masks, visors, kerchiefs, athletic sweatbands, earmuffs, or hoods. Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours. However, approved coverings worn as part of a student’s religious beliefs shall not be prohibited under this policy.
- e. Spiked or studded bracelets, oversized or multi-finger rings, belts or chains or any other articles of attire with spikes or studs attached, “Name” or other oversized metal belt buckles, or any other items of clothing or jewelry that may present a safety hazard to the student, other students or staff.
- f. Coats, jackets, windbreakers, nylon pullovers, down vests, or other attire normally worn as outerwear. Such outerwear shall not be worn, carried or kept in the classroom during regular school hours. Outerwear must be secured in the student’s locker before school starts.
- g. Sunglasses, headphones, or other electronic devices not prescribed for educational purposes, or goggles, whether worn or carried.
- h. Skirts, shorts, skorts, dresses, or jumpers that are shorter than four (4) inches above the knee.

Mandatory School Uniform for Elementary School Students

The Uniform Policy is mandatory for all students in Hartford elementary schools: For further reference please see Hartford BOE Policy 5140.

Appendix IV

Mandated Reporting

When making a report, a mandated reporter is required to provide the following information, if known:

- The names and addresses of the child and his parents or other person responsible for his care;
- The age of the child;
- The gender of the child;
- The nature and extent of the child's injury or injuries, maltreatment or neglect;
- The approximate date and time the injury or injuries, maltreatment or neglect occurred;
- Information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his siblings;
- The circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- The name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- The reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- 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;
- Whatever action, if any, was taken to treat, provide shelter or otherwise assist the child (PA 11-93 §15).

How to Report

Mandated reporters must report orally to the Department of Children and Families' (DCF) Hotline or a law enforcement agency within 12 hours of suspecting that a child has been abused or neglected and must submit a written report ([DCF-136 form](#)) to DCF within 48 hours of making the oral report.

When the Mandated reporter is a member of the staff of a public or private institution or facility that provides care for children or a member of a public or private school, they must also provide written notification to the head of the facility or institution where the alleged victim is enrolled or registered. DCF is required to tape record all reports to the Careline.

Special reporting requirements may apply for staff members of a public or private institution or facility that cares for such child, or a public or private school.

Police must report to DCF immediately upon receipt of any oral report of abuse or neglect. Upon receipt of any oral report alleging sexual abuse or serious physical abuse or serious neglect, DCF must report to the appropriate state or local law enforcement agency within 12 hours.

For further reference please see www.ct.gov and Hartford Public Schools Board of Education Policy 4218.21.

Appendix V

Restraint and Seclusion

Introduction

An updated based on recent law will be provided.

The District's Administrative procedures provides school administration and staff with informed guidance on the definition, notification, intervention, monitoring, training, documentation/reporting on physical restraint and seclusion of students at risk in Hartford Public Schools.

I. Definitions:

- Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. **The term does not include:** (A) Briefly holding a person in order to calm or comfort the person; (B) Restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) Medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) Helmets or other protective gear used to protect a person from injuries due to a fall; or (E) Helmets, mitts and similar devices used to prevent self-injury when the device is part of an Individualized Education Program (IEP).
- Public Act 07-147 **does not** allow any use of **life threatening physical restraint**. This refers to any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means.

When is Physical Restraint Needed?

The need for physical restraint is determined by a student's current emotional/behavioral condition. Physical restraint is never used to punish or reprimand students. Physical restraint may be necessary to maintain the safety of student(s). Such examples may include:

- Preventing injury to self or others
- Obtaining possession of a weapon
- Restraining a student or removing a student to another area in order to maintain order and prevent disruption to the educational process
- The decision to call the Hartford Police is determined by the administrator or the administrator designee in each school

What is Physical Restraint?

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

The term does not include:

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

What is Seclusion?

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

II. Procedures for Physical Restraint of Persons at Risk:

- a. No provider or assistant shall under any circumstances use a life threatening physical restraint on a student at risk.
- b. No provider or assistant shall use involuntary physical restraint on a student at risk EXCEPT as an emergency intervention to prevent immediate or imminent injury to the student at risk or to others.
- c. Physical restraint of a student at risk shall never be used as a disciplinary measure or as a convenience.
- d. Providers and assistants must explore all less restrictive alternatives prior to using physical restraint for a student at risk.
- e. Providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint with a student at risk.

III. Physical Restraint and Seclusion Procedures:

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

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

IV. Length of Physical Restraint or Seclusion:

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

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

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

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

V. Monitoring of Physical Restraint and Seclusion:

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

- b. Any student involuntarily placed in seclusion will be continually monitored by a trained school employee for indications of physical and/or mental distress.
- c. A school employee monitoring a student must regularly evaluate the student being physically restrained or secluded for signs of physical distress. The school employee must record each evaluation in the educational record of the student being physically restrained or secluded.

(For further reference please see Hartford BOE Policy 5173 and CT PA 15-141)

vi. Documentation and Reporting:

- a. The recording and reporting of instances of physical restraint or seclusion and the compilation of this information shall be in accordance with section 46-153 and Public Act 12-173 of the Connecticut General Statutes. The recording of such instances shall be done on a standardized incident report. Such reports shall be completed no later than the school day following the incident. (See Appendix C and D.)
- b. Following a critical incident involving the physical restraint and/or the seclusion of a student the staff member must report the incident to his/her school administrator. The parents will be notified and informed regarding the incident and the student's present status within twenty-four hours, preferably before the end of the school day of the incident. A written incident report should be sent to the parent within two school days.
- c. Immediately following a critical incident involving the physical restraint of a student, the school nurse will examine the student to assess the student's physical condition. If appropriate or if part of the student's IEP/BIP or safety plan, the student may be referred to the school psychologist or school social worker to assess his/her emotional status and condition.
- d. Any emergency or critical incident that warrants the physical restraint and/or seclusion of a student shall be recorded in an incident/intervention log. This log is completed on line and reported to the state.
- e. The student report for physical restraint and/or seclusion will document the following:
 - Detailed description of the incident indicating the nature/risk of the immediate or imminent danger to the student or others that required physical restraint or seclusion.
 - Description of the steps taken (including verbal de-escalation) to prevent the incident and use of restraint or seclusion.
 - The duration of the restraint or seclusion.
 - The effect of the restraint or seclusion on the student's Behavior Intervention Plan (BIP).

vii. Connecticut State Department of Education (CSDE) Data Collection/Report:

The Connecticut General Statutes C.G.S. 46a-153 and Public Act 12-173 requires Districts to maintain a record of each instance of the emergency use of physical restraint or seclusion. This data collection and report is then submitted to the State Department of Education via SEDAC. In addition to this data collection the District is required:

- To provide an attestation that parents have been provided with a copy of the Required Parental Notification of the laws and regulations relating to physical restraint or

seclusion within the public schools. This attestation is signed by the Director of Pupil Services.

- The District will establish a central file for restraint and seclusion. The central file will include the following:
 1. Districts procedures/process for restraint and seclusion
 2. Copy of the parent notification
 3. Copies of incident reports for restraint and seclusion
 4. Compilation report
 5. Director's attestation for parent notification
- The incident report will be filed in a central file with a copy placed in each student's file.
- Enter the data on the restraint and seclusion data collection form, Appendix E, indicating:
 1. Total number of emergency restraints
 2. Total number of emergency seclusions
 3. Total number of parent notification for restrains and/or seclusions
 4. Contact each private school by phone/letter to request data on restraint and seclusion. The SPDEP's include Charter and Magnet schools and all approved out- of-district schools both in and out-of-state.
- The Special Education Office will review the District's Restraint and Seclusion procedures and data collection process annually with the IEP Monitors and enter the District's data in SEDAC in accordance with SPP#20. (The District's sign-off code is ERC- 155.)
- The Special Education office will submit a report on Restraint/Seclusion to the State Department of Education (SDE) within two school days if the incident resulted in a serious or non-serious injury.

Appendix VI

Student Concern Form

_____ School

Date: _____

Grade: __ Teachers Name: _____

I am worried about someone named: _____

I am worried because

Who is being mean?

Who else saw it happen?

Where did you see this happen?

You may write your name below or leave it blank.

Thank you for caring about each other!

Incident Intake/Report Form (PA 11-232 Compliant)

Hartford Public Schools (PA 11-232 compliant)

Incident Intake/Report Form (rev.8/15/2016)

Today's Date:

0/00/00

Verbal reports must be reported within one (1) school day to the Safe School Climate Specialist (SSCS).
A written report must be filed with the SSCS within 48 hours on this intake form.

Name of district employee who received the report: Position:

Who reported the incident? Targeted Student/Anonymous/Parent/ District Employee/Bystander Date reported:

Name(s) of alleged target child(ren) Grade(s)

Name(s) of alleged perpetrator(s) Grade(s)

Where did the incident occur?

Date of Incident:

At what time did the incident occur? : AM


: PM

Description of the incident:

Teacher/Employee response:

To your knowledge, has this occurred more than once? Yes No If Yes, then how many times?

Are there immediate physical safety concerns? Yes No

 Signature of Employee reporting:

Date:

THIS SECTION IS FOR PRINCIPAL/SAFE SCHOOL CLIMATE SPECIALIST USE ONLY

Findings of investigation:

Actions taken:

Conclusion:

Attach a copy of all letters (parent and otherwise) sent home, per PA 11-232, as needed, and send to the Assistant Superintendent.

Did this incident appear to be sexual harassment? Yes No

If yes, send a copy of paperwork to Title IX District Coordinator.

Signature of Principal/Safe School Climate Specialist _____ Date: