

HALL HIGH SCHOOL

2022-2023

STUDENT HANDBOOK



Cover Design By: Corinne Daly

Vision of the Graduate

WHPS graduates demonstrate the following skills and dispositions:



TABLE OF CONTENTS

PART I: GENERAL INFORMATION & OVERVIEW

Hall High School Vision of the Graduate.....	Inside Front Cover
Academic Honor Code.....	5
Educational Equity and Anti-Racism Vision	5
Equity Honor Code	5

GENERAL SCHOOL INFORMATION

History	6
Administration	6
School Calendar.....	7

GENERAL ACADEMIC INFORMATION

Graduation Requirements/Earning Credit	8-9
Early Graduation	9
Grading System	9
Procedure for Retention in Grades 9 - 12	10
Semester Assessment Policy	10
Academic Honors and Grade Point Average Equivalent.....	11
Academic Progress Reports, Report Cards, Transcripts, GPA.....	11
My School Bucks.....	11
District Performance Standards/Testing Program	12-14
National Honor Society	14
Drop Policy	14
Community	14
Study Halls & Lunch.....	15
Student Teaching Assistant.....	15
Directed Independent Studies	15
External Credits	15
Summer School	16

PART II: BUILDING INFORMATION & RESOURCES

Visitor Information	16
Main Office	16
School Counseling Office.....	17
Career Center & Student Activities Center	17
Pupil Services Department.....	18
<u>Athletics Information</u>	18-22
Policies and Procedures for Student Athletes	18-21
Student Behavior.....	21-22
Social Media/Internet Policy	22
Attendance	22

Attendance Office	23
Lockers	23
Health Services (Nurse's) Office.....	23
Nutrition Services (Cafeteria).....	24
Library Media Center	25
Security Office	25
School & Community Resources	26-27

PART III: STUDENT SUCCESS INTERVENTIONS

Overview and Student Success Planning Team (SSPT)	28-29
<u>TIER I INTERVENTIONS</u>	29-30
The Developmental School Counseling Curriculum.....	29
The Freshman Seminar Series.....	29
Sophomore Career Lessons.....	29
Junior Planning Series	29
Senior Meetings	29
School-Wide Supports.....	30
Academic Center	30
<u>TIER II INTERVENTIONS</u>	30-32
Action Team Meeting.....	30
Math Intervention.....	30
Sophomore Support Group.....	31
Peer Tutoring Program.....	31
Peer Mentoring	31
Reading Intervention.....	31
Workshop	31
Drug, Alcohol & Tobacco Team (DATT).....	32
Pupil Services (non-mandated)	32
The Bridge	32
Academic Tutoring Intervention	32
<u>TIER III Interventions</u>	33-34
At-Risk Assessment & Support.....	33
REACH.....	33
DCF	33-34
<u>MANDATED SERVICES</u>	34-36
Pupil Services.....	34
STRIVE.....	34
Section 504.....	35
Notice of Parent/Student Rights	35-36

PART IV: SCHOOL & DISTRICT POLICIES & PROCEDURES

Non-Discrimination Policy.....	37
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Students - Civil & Legal Responsibilities.....	37-38
The Protection of Pupil Rights Amendment (PPRA)	38-39
Family Educational Rights & Privacy Act (FERPA)	39-40
Sharing of Student Information for the Directory	40
Attendance Policies.....	41-46
Student and Parent Responsibilities	41
Reporting a Student Absence.....	41-42
Make-Up Work.....	43
Truancy.....	43
Early Dismissal.....	43
Pre-Arranged Absences.....	44
Absences and Credits for Graduation	44
Disciplinary Consequences of Unexcused Absences	44-45
Tardies – Excused and Unexcused	45-46
Appeals Process.....	46
Technology Guidelines	47-49
Bullying Behaviors in the Schools – Policy 5550	49-50
Purpose	49
Bullying Prohibitions	49
Definitions	49-50
Safe School Climate Plan.....	51-53
Sexual Harassment Policy for Students.....	53-55
Notification of Psychotropic Drugs and Suicide Prevention	55-56
Search and Seizure	55
Student Code of Conduct	56
School Rules and Regulations	56-57
Academic Honor Code.....	57-59
Offenses	57-58
Consequences/Penalties for Violation of School Honor Code.....	59
Classroom Behavior	60
West Hartford Public Schools Secondary Dress Code	60-62
Discipline/Consequences	63
Detention Regulations	63
After School Regulations.....	63
Parking and Driving Safety Regulations	64
ID Cards	65
Hall Passes	65
Field Trips	65
School Transportation.....	65
Co-Curricular Activities.....	66
Spectator Conduct at School Events	66
Disciplinary Consequences Leading to Suspension or Expulsion.....	66-68
West Hartford Public Schools Student Drug Regulations and Discipline.....	68-77
Examples of Required DATT Activities	78

PART I: GENERAL INFORMATION & OVERVIEW

Academic Honor Code

The academic honor code provides and encourages students to demonstrate behavior of high character and integrity during their high school careers and beyond. Honor, integrity and character are traits that will serve the student well for a lifetime, both professionally and personally.

At Hall, we strive together to create an environment where each individual acts honestly and carries themselves with integrity and character. We believe it is the right, privilege, and responsibility of each individual to contribute to and work in an environment where there is mutual trust between students, teachers and administrators. This belief manifests itself in Hall's academic honor code:

As a Hall student, I will conduct myself as an individual of sterling character in all my activities within the school environment.

1. I will be honest and work independently on all projects and school assignments.
 - a. I will not misrepresent work. Anything that I produce or portray as my own, will indeed be only my original document. Representing another's work as my own is a direct violation of this honor code.
 - b. I will perform and work in accordance with all school policies outlined in the student handbook.
2. I will reflect honesty, portray best behavior, and practice integrity in all my endeavors at Hall High School.

Educational Equity and Anti-Racism Vision

We, the members of the WHPS, dedicate ourselves to the pursuit of equity. Equitable schools are those that value and honor ALL in our community as unique individuals capable of maximizing their true potential. We make a solemn promise to identify and dismantle all elements of systemic racism and historical inequities. We vow to clear paths, with a relentless duty to those in traditionally marginalized groups. We pledge to partner with ALL families in the service of the success of each child. -- Adopted 2020. Please refer to our [Educational Equity Policy 1800](#) for more information.

Equity Honor Code

Honor and integrity is a critical component of our Vision of the Graduate, Academic Honor Code and the Equity Honor Code. We believe that every student has the right to access opportunities and educational programs and the right to have an authentic experience of belonging and safety in school. We believe in creating an environment where every child is free from discrimination, bias, harassment, towards any individual or group. At Hall, we strive to create an environment where everyone feels seen, heard, valued and supported. We will encourage all members of the school community to develop a feeling of shared ownership of this responsibility to ensure a safe and nurturing learning environment. These beliefs and commitments manifest itself in our Equity and Anti-Racism Vision and Educational Equity Policy 1800.

GENERAL SCHOOL INFORMATION

History

Hall High School is named after William H. Hall, the principal of the town's first high school which opened in 1872. Sometimes referred to as the town's "grand old man of education," William Hall was later superintendent of West Hartford schools and author of the first written history of the town. In 1924, at the age of 79, Hall laid the cornerstone for Hall High School, the building which is now the West Hartford Town Hall. The current Hall High School facility was built in 1970.

Administration

PRINCIPAL	Mr. Daniel Zittoun
ASSISTANT PRINCIPAL	Mrs. Kim Ambroise (A-F)
ASSISTANT PRINCIPAL	Mrs. Melissa Hickey (G-N)
ASSISTANT PRINCIPAL	Mrs. Sarah Isaacs (O-Z)

Department Supervisors

English	Mr. Tom Paleologopoulos	Tom_Paleologopoulos@whps.org
Math	Ms. Monique Albani-Ethier	Monique_Albani-Ethier@whps.org
Science	Mr. Michael Rollins	Mike_Rollins@whps.org
Social Studies	Mrs. Nichole Richman	Nichole_Richman@whps.org
World Language	TBD	
Technology Education	Mr. Brian Cohen	Brian_Cohen@whps.org
Physical Education/Health	Mrs. Lisa Daly	Lisa_Daly@whps.org
Visual Arts	Ms. Pamela Murphy	Pam_Murphy@whps.org
Music & Theatre Arts	Mr. Andrew Mayo	Andrew_Mayo@whps.org
School Counseling	Ms. Melane Thomas	Melane_Thomas@whps.org
Pupil Services	Mrs. Stacy Kellogg-Shove	Stacy_Kellogg@whps.org

Adopted by Board of Education
on March 16, 2021

TOTAL DAYS: 182
First semester - 91
Second semester - 91



Mr. Tom Moore
Superintendent

School Calendar - 2022-2023

First Semester 91 Days						Second Semester 91 Days					
AUGUST (1)						JANUARY (5)					
M	T	W	TH	F		M	T	W	TH	F	
22	23	24	25	26		30	31	25	26	27	
29	30	{31}									
SEPTEMBER (20)						FEBRUARY (18)					
M	T	W	TH	F		M	T	W	TH	F	
			1	2				1	2	3	
5	6	7	8	9		6	7	8	9	10	
12	13	14	15	16		13	14	15	16	17	
19	20	21	22	23		20	21	22	23	24	
26	27	28	29	30		27	28				
OCTOBER (19)						MARCH (23)					
M	T	W	TH	F		M	T	W	TH	F	
3	4	5	6	7				1	2	3	
10	11	12	13	14		6	7	8	9	10	
17	18	19	20	21		13	14	15	16	17	
24	25	26	27	28		20	21	22	23	24	
31						27	28	29	30	31*	
NOVEMBER (19)						APRIL (14)					
M	T	W	TH	F		M	T	W	TH	F	
	1	2	3	4		3	4	5	6	7	
7	8	9*	10	11		10	11	12	13	14	
14	15	16	17	18		17	18	19	20	21	
21	22	23	24	25		24	25	26	27	28	
28	29	30									
DECEMBER (17)						MAY (22)					
M	T	W	TH	F		M	T	W	TH	F	
			1	2		1	2	3	4	5	
5	6	7	8	9		8	9	10	11	12	
12	13	14	15	16		15	16	17	18	19	
19	20	21	22	23		22	23	24	25	26	
26	27	28	29	30		29	30	31			
JANUARY (15)						JUNE (9)					
M	T	W	TH	F		M	T	W	TH	F	
2	3	4	5	6					1	2	
9	10	11	12	13		5	6	7	8	9	
16	17	18	19	20		12	13*	14	15	16	
23	24*					19	20	21	22	23	
						26	27	28	29	30	
Important Dates											
Teacher In-service Days (no school for students) Aug. 29-30											
First Day of School Aug. 31											
Labor Day Sept. 5											
Rosh Hashanah Sept. 26											
Yom Kippur Oct. 5											
Indigenous Peoples Day Oct. 10											
Election Day (teacher in-service, no school for students) Nov. 8											
Veterans Day (school in session) Nov. 11											
Thanksgiving Recess Nov. 24-25											
Holiday Recess Dec. 26-Jan. 2											
Martin Luther King, Jr. Day Jan. 16											
Winter Recess (includes Presidents' Day on Feb. 20) Feb. 20-21											
Statewide Summative Assessments March-May											
Spring Recess (includes Good Friday on April 7) April 7-14											
Memorial Day May 29											
Last Day of School June 13											
Legend:											
○ Teacher In-service Days (no school for students)											
{ } First Day of School											
□ Holiday/Vacation											
* End of Quarter											
◇ Snow Make-up Days, if needed											

The last day of school is scheduled for June 13.
All snow or emergency days will be made up after this
date in order to provide 182 instructional days.

School calendars are posted on the
West Hartford Public Schools website at
www.whps.org

OVERVIEW

GENERAL ACADEMIC INFORMATION

A student must satisfactorily earn a minimum of 25 credits and have met the credit distribution requirements. Students must also meet performance standards in literacy, mathematics, and science. A graduate must earn 25 total units inclusive of the following:

Credit Distribution

A. Humanities units 4 units of English 3 units of Social Studies -inclusive of 1 unit of US History -inclusive of 1 unit of World History -inclusive of ½ unit of American Government/Civics 1 unit of World Language ½ unit of the Arts	9.0	C. Wellness Education 1 unit of Physical Education 1 unit of Health	2.0
		D. Mastery Experience	1.0
		E. Electives *	<u>4.0</u>
		TOTAL credits	25.00
B. Science, Technology, Engineering & Mathematics 3 units of Mathematics 3 units of Science -inclusive of 1 unit Physical Science -inclusive of 1 unit Life Science	9.0		

*any subjects chosen outside of the basic requirements for graduation

Further information about Mastery Experience:

Students are required to earn one credit toward the required 25 graduation credits through a Mastery Experience. The Mastery Experience credit will allow each student a voice in their learning through the deep exploration of a subject that is personally meaningful and reflects each student's interests and skills. Program details will be shared with students during their freshman year. You can find more information online about [Mastery Experience](#).

Legal References:

Public Act 17-42, An Act Concerning Revisions to the High School Graduation Requirements

Conn. Gen. Stat. § 10-5c, Conn. Gen. Stat. § 10-14n, Conn. Gen. Stat. § 10-16b, Conn. Gen. Stat. § 10-221a, Conn. Gen. Stat. § 10-223a

Earning Credit

Credit is granted on a semester basis. For each semester of successful work in a subject meeting five times per week, .5 credit is granted. For subjects meeting less than five times a week, such as PE and Health courses, .25 credit is granted.

WHPS students successfully completing either Algebra 1 or programming equivalent to year one of a high school World Language course taken at the middle school level, may have these courses recognized for credit on their high school transcript with a grade of PASS.

On occasion, students may request taking a course outside of their home school and apply it to the graduation requirements. A request for external course credit must be submitted and approved prior to enrollment in any such course work. Grades earned in external courses are recorded as PASS on student transcripts and are not factored into the GPA.

No credit will be given when a student repeats a subject for which he/she has already received credit except in the performing music courses, in special work experience programs and in other individual cases with prior approval.

Note: Attendance policy violations may result in the loss of credit. Attendance violations involving the potential loss of credit are subject to administrative review.

Early Graduation and/or Early Admission to College

It is expected that most students will graduate from high school after having attended for four years (grades 9-12) and having earned the required number of credits.

A student contemplating graduating in three (3) years should inform their school counselor by the end of their sophomore year. A formal written request to graduate early must be submitted in writing to the principal. Specific details outlining the reasons for this request must be clearly indicated. Upon approval, the student is moved into the senior class and must meet all graduation requirements.

Grading System

The following grading system is in use. Please note plus and minus is not computed into GPA.

Letter Grade Numerical Equivalent

A+	97 - 100	B	83 - 86	C	73 - 76	D	63 - 66
A	93 - 96	B-	80 - 82	C-	70 - 72	D-	60 - 62
A-	90 - 92	C+	77 - 79	D+	67 - 69	F	0 - 59
B+	87 - 89						

** Grades for Wellness Education will be included in GPA. PE classes are not included.*

Procedure for Retention in Grades 9-12

The educational program at Hall High School will prepare each student for success at the next grade level. In order to graduate with their entering class, students must successfully complete 25 credits and meet high school requirements as stipulated in the *Program of Studies*. The following are the minimum credit requirements that must be met in order to advance to the next grade:

Minimum Credit Requirements for Grade Advancement

Grade 10: 5 credits

Grade 11: 11 credits

Grade 12: 17 credits

Teachers and counselors review students' progress midway through each of the four quarters/marketing periods.

1. To promote success for students who may experience failures due to academic and/or attendance issues, some interventions may be used. Please refer to: [Part III: Student Success Interventions](#).
2. After the first semester, parents will be notified by the school counseling department if their student is in danger of being retained due to insufficient credits.
3. At the end of the school year, parents will be notified of their student's retention if the student has not earned sufficient credits to advance to the next grade level.
4. The educational program for a retained student will be structured to promote learning success and the opportunity to regain credit lost. A student who is retained may be recommended for compensatory programs and/or interventions. In addition, the student will be subject to all grade specific rules and regulations.

Semester Assessment Policy

All students are required to take an examination for each course at the end of each semester. Seniors with a "B" average (or better), **at the discretion of the teacher**, may be excused from taking the final examination in full-year and semester courses. **Seniors involved in town-wide exams will not be exempted.**

Failure to appear at the assigned time to complete a semester assessment may result in a failing grade for the exam. Students who have reason to be excused must contact the teacher before 7:30 a.m. on the day of the exam and make arrangements for a make-up.

In the event that a student needs to change an assessment date due to a mandatory obligation, the student must complete the following steps:

1. Meet with their respective assistant principal to provide proof of a mandatory obligation.
2. Meet with teacher(s) to determine when assessment(s) could be administered.
3. Obtain teacher(s) signature along with the approved date and time for the rescheduled examination.
4. Submit completed form to student's assigned assistant principal.

Please note, assessment requests do not guarantee that a student will be able to take an assessment early.

Academic Honors and Grade Point Average (GPA) Equivalent

At the end of each quarter, students who achieve an average of 3.60 or higher in all credit subjects with no grade below a “C” receive maximum honors (at least five such subjects must be on a letter-grade basis (not including PE). Those who earn an average of 3.0 to 3.59 on a similar basis receive general honors. In arriving at averages: A = 4, B = 3, C = 2, D = 1. An extra .5 is added to the GPA value for each honors or Advanced Placement course. If an honors and AP course are both offered in the same subject, the honors course is then weighted by adding a .25 (e.g. Honors Biology). A grade of ‘P’ (Pass) does not impact the GPA calculation but it could impact honor roll eligibility. A grade of D, F, Z, or Inc. (Incomplete) in any subject including Wellness Education will exclude a student from attaining honors. Students must carry a minimum of 5.0 credits (enrolled in 5 classes per semester) plus P.E./Wellness Education per year to be to be considered both a full-time student and eligible for Honor Roll status. Any independent study work (DIS) would be considered an addition to these minimum requirements.

HONOR SOCIETIES: Please see [Program of Studies](#)

Academic Progress Reports/Report Cards/Transcripts/GPA

Report cards are available at the close of each quarter. At the end of each semester, the report card shows quarter grades, exam grades and final overall semester grades. The Honor Roll is published based on grades awarded each quarter. Transcripts reflect semester grades and GPA only.

In addition to report cards and informal academic progress reports, teachers will utilize various means of communication, including telephone calls, letters, and email to inform parents of positive and/or negative changes in academic progress. Progress reports are available midway through each academic quarter.

****Students who have not returned textbooks, sports uniforms, library books/fines, etc. will not receive a final transcript until all financial obligations have been satisfied.***

My School Bucks

[My School Bucks](#) is a secure platform used by the district to allow for online payment via credit card; it provides families with a convenient method to settle any current or remaining obligations. You can access your My School Bucks account by logging into PowerSchool; it is listed on the left navigation bar. Throughout the year, families with outstanding obligations will receive notices via email from My School Bucks. Some examples of items included in My School Bucks are the following: unreturned textbooks, AP testing costs, and athletic/band uniforms. Please note that library fines/dues are not included in My School Bucks.

District Performance Standards

The State testing program outlines requirements for high schools to measure students' performances in reading, writing, mathematics, and science through standardized testing, inclusive of performance tasks in which students apply both content knowledge and skills. The State testing program identifies the grade levels and format of testing. The results of State testing are connected with the performance assessment graduation requirements. Students who meet the state benchmarks for college and career readiness will have evidence of this achievement recorded on the test record component of their high school transcript.

I. Performance Standards

- A. Literacy:** Students shall, prior to completion of their senior year, demonstrate competency in literacy skills, including reading comprehension, writing, and critical thinking.
- B. Math:** Students shall, prior to the completion of their senior year, solve problems, explain their reasoning, and justify solutions in writing. Students will also demonstrate procedural fluency and conceptual understanding of core mathematical content.
- C. Science:** Students shall, prior to the completion of their senior year, successfully demonstrate the ability to apply the Science and Engineering practices.
- D. Technology:** Students shall, prior to completion of their senior year, demonstrate technology competency through discipline-specific learning. Students will create innovative products or projects using digital tools to express original ideas.

II. Meeting the District Performance Standards

The primary means for students to meet the District Performance Standards in reading, writing, mathematics and science will be through participation and performance on state assessments that feature rigorous performance measures aligned to the district standards. Students who have taken the relevant state assessments for literacy, mathematics or science and earned the corresponding district college and career reading benchmark score, will be considered to have met the relevant standard. Pursuant with CT General Statutes, all juniors are required to take the school-day administration of the SAT as the mandatory state assessment of reading, writing, and mathematics (regardless of any previous or future administration of the SAT undertaken individually by the student). West Hartford will follow state guidance relative to college and career ready benchmark scores necessary to demonstrate the district performance standards for graduation. Students will receive additional information regarding benchmarks as they become available from the state. In order to meet the district performance standard for technology, students must complete all items on the technology competency checklist, as certified by professional staff.

If a student does not meet the district performance standards on the relevant state assessment or does not complete all items on the technology competency checklist, the district will provide other options in either the junior or senior year. Such options may include reassessment on state measures, assessment on district measures, and/or intensive remediation and support. Specific alternatives vary based on the subject area and individual student circumstances.

III. Failure to Meet the Graduation Requirements

If a senior is not eligible for graduation with the class due to failure to meet the graduation credit requirements and/or performance standards, then the student may:

- A. enroll in summer school and meet the requirements or
- B. enroll in courses pre-approved by the administration and meet the requirements or
- C. make special arrangements for re-testing to meet the performance standard as outlined in Section I; or
- D. return to high school as a fifth year student and meet the requirements

IV. Notification

Students in jeopardy of not graduating due to failure of meeting the graduation requirements and/or performance standards will be formally notified in writing of their status by the administration.

Parents/guardians will also be notified.

Testing Program

We offer the following standardized testing at Hall High School. Students should see their school counselor for additional information about these tests:

1. **Literacy and Math Assessment** - The literacy and mathematics state assessment will be measured through the SAT School Day Assessment.
2. **Science State Assessment** - All grade 11 students are required to take the Next Generation Science Standards assessment (NGSS) during their junior year. Proficiency standards will be determined by district guidelines. All students are required to take the science assessment. Students meeting proficiency or mastery on the science assessment have met the district science graduation requirement. Students who do not meet district standards on the science assessment will demonstrate proficiency through alternate measures as determined by the district and science department.
3. **PSAT** - In the fall, all 9th graders take the PSAT 8/9; 10th and 11th graders take the PSAT/NMSQT (National Merit Scholarship Qualifying Test).
4. **SAT and SAT Subject Tests** - Offered at Hall throughout the year at various dates. Please note that the SAT Subject Tests are not offered in March. Registration is online at collegeboard.org.
5. **American College Testing (ACT)** - Offered at Hall throughout the year at various dates. Students should connect with their school counselors for more information. Registration is done online at www.actstudent.org
6. **Advanced Placement (AP) exams** - Offered in May. Students must register for an AP exam during the registration period. The registration dates and exam costs will be announced. There is some financial assistance available for students indicating financial hardship. Applications for consideration are available in the School Counseling Office.
7. **Career & Technical Education (CTE) Federal Assessments** - Take place in the spring. CTE Assessments are national tests required under the Carl Perkins Vocational Funding Act for students participating in identified CTE courses. If passed, they represent a positive indicator of academic success within the disciplines of Business & Finance, Family & Consumer Sciences and Technology & Engineering. The District and State gather the data from these measurements to help focus program and grant funding.

8. **Armed Services Vocational Aptitude Battery (ASVAB)** - A multiple choice test used to predict future academic and occupational interests. The test is sponsored by the military and is used to determine eligibility for a variety of different jobs in the service. Despite being sponsored by the military, the ASVAB is open to any 10th, 11th or 12th grade students whether or not they have an interest of pursuing the military after high school. Hall typically offers one test date per school calendar year.

National Honor Society

National Honor Society is a national organization of high school scholars who have distinguished themselves through scholarship, leadership, high character and service to community. The following is a list of criteria for application and admission to this honor society:

- Student must attend Hall for a minimum of 2 full semesters before eligible.
- Spring induction considers eligible juniors.
- Fall induction considers eligible seniors.
- Minimum GPA of 3.6.
- Upon receipt, application must be completed properly and submitted on time.
- The applicant must provide at least 2 documented activities that demonstrate leadership and/or service to school or community.
- The applicant must be free of documented disciplinary issues, as determined by the assistant principals.
- The character of the applicant must be well regarded by the Hall faculty as determined by the character survey administered by the NHS advisors.

Drop Policy

Students may drop a course without penalty during the first 10 school days of each semester as long as they maintain 5 classes plus P.E./Wellness in their schedule. Students should obtain the necessary forms to drop courses from the School Counseling Office. The teacher, department supervisor, school counselor, and parent will be involved in the process prior to the final decision being made by an administrator. Students must continue to attend all classes currently on their schedule while the request for a schedule change is being reviewed.

Community

Community is a weekly high school advisory touchstone, adapted from the Center for Responsive Schools. The structure, format and routines are critical actions in our district-wide commitment to building a more equitable, inclusive and socially just learning community. Throughout the year, students will engage in Social-Emotional Learning (SEL) and Social Justice lessons within the community block setting. Community lessons sit at the cross-section of the [CASEL framework](#) and [Anti-Bias framework from Learning for Justice](#), which provide the guiding principles used to create and implement the advisory lessons. Community will take place weekly during an extended Period 2. Any student who does not have an assigned Period 2 class will be assigned a Community group.

Study Halls & Lunch

All students in grades 9 and 10 and some students in grades 11 and 12 are assigned to study halls when they do not have a class. Study halls are organized for individual study, reading, completion of homework, and to get extra help with individual subjects. Students in grades 9 and 10 **MUST** obtain a pass from their subject area teacher to do work in the library. **Study hall/resource teachers are NOT allowed to give students library passes.**

Students in grades 11 and 12 are generally not assigned to a study hall. Administrators have the right to assign study halls to grade 11 and 12 students. Some student behaviors that could lead to the assigning of a study hall include but are not limited to: Failing grades, behavioral issues, excessive absences, etc.

All students are automatically assigned a lunch period unless specifically exempted through a "Permission to Drop Lunch" form, which may be obtained in the School Counseling Office. Students who do not have a form on record and are scheduled for more than 7 periods of classes will automatically lose one of their electives in favor of a lunch.

Student Teaching Assistant - STA

Seniors who display an interest and an aptitude for teaching and working with others may apply for a position as a Student Teaching Assistant (STA). In order to STA for a teacher, students must approach the teacher of interest and obtain permission and consent from that teacher, their school counselor and their administrator.

Directed Independent Studies

Directed Independent Study (DIS) is to be used as an option ONLY for students with plans for study not available in any course offering at Hall High School. There is a limit of one DIS per student per semester. No DIS will be used to meet graduation requirements during spring semester of senior year. DIS contract forms may be obtained from the School Counseling Office. All DIS contract forms must be submitted and approved BEFORE the end of the drop period. A DIS cannot be initiated after this 10-day period. The DIS contract form is to be signed by the student, supervising teacher, school counselor, parent, department supervisor, and assistant principal. No DIS will be approved unless all portions of the form are completed and all necessary signatures are secured. Teacher participation in DIS is voluntary. A teacher can only supervise one DIS per semester. Specific, mutually agreed upon criteria for evaluation of the student's achievement must be a part of the DIS contract. All DIS contracts will be graded on a PASS/FAIL basis.

External Credits

Students, in certain circumstances, may be allowed to earn credit through outside schools or agencies, or for courses or experiences outside of Hall High School. Certain partnership programs such as the Early College Experience (ECE) through UCONN, College Career Pathways (CCP) through Capital Community College, and the College Now program through the University of Hartford, are examples of different ways students can earn credit through outside organizations. For more information on these programs, please see the [Program of Studies](#). Students taking courses off campus must have *prior approval*, using the required Request for External Credit Forms available in the School Counseling Office.

Mandated Special Education students may be able to earn additional high school credit for work experience with the approval of their case managers and by working through the Vocational Coordinator.

Summer School

Students may elect to enroll in summer school courses to earn credits lost during the school year or for their own enrichment/advancement purposes. Students should consult with their school counselor and/or case manager (for mandated students) to determine and select appropriate courses. Additional information for summer school can be found on the last few pages in the [Program of Studies](#).

Parents may enroll their children in summer school courses by either going online at www.whlifelearn.org or calling the West Hartford Office of Continuing Education at (860) 561-6900.

PART II: BUILDING INFORMATION & RESOURCES

Visitor Information

All visitors are asked to enter through the main entrance and sign in and sign out at the Main Office. Visitors will be provided with a badge, which must be worn at all times and should be returned upon signing out of the building. The school does not allow visits by persons staying at a student's home or by students from other schools. Children under high school age coming into the building must be accompanied by an adult.

Main Office

The Main Office is the hub of the school and houses the administrative team: principal, assistant principals, and Main Office secretarial staff. Some of the primary functions of the Main Office include:

- Sign-in/out point for all **visitors** to the school (see "Visitor Information" section above)
- For more information on transportation, please see: [School Transportation](#)
- Information about school events. Information about school events/happenings are also communicated to students and families via Hall's website, newsletters, mailings, emails, morning announcements, and media screens in the hallways.
- Working papers/insurance forms. Working papers for employment in Connecticut may be obtained in the main office between the hours of 8:00 a.m. and 3:00 p.m. State of Connecticut requires:
 - Written promise of a job from employer; must be on letterhead and must state specifically what job and associated tasks the minor will be performing, include maximum hours and wage (must be at least minimum wage)
 - Evidence of age (birth certificate, driver's license, or authorized school records)
- Lunch account information & free/reduced lunch forms
- Appointments with the principal or assistant principals
- Discipline matters
- Lost/stolen items. Students can also check lost and found or with the security office.
- Collecting work for absent students. If students are absent for extended periods of time (in excess of 10 days) and have homebound tutors assigned to them, parents or tutors may pick up and drop off homework/assignments from teachers in the main office.
- School/district policy & procedures
- Permission for fundraising and solicitation (must consult administration)

School Counseling Office

The West Hartford School Counseling Program is based on the belief that every student is important and unique. Our mission is to guide all students toward the best possible educational opportunities in a supportive environment while promoting an understanding of self and others. School counselors strive to provide students with the skills necessary to become productive and healthy citizens. The School Counseling Program is developmental by design, focusing on the needs, interests and issues related to the various stages of student growth in three domains: personal/social, academic and career/post-secondary planning.

The School Counseling Department provides a program that is comprehensive and developmental in nature and is sequential and designed for all students. Some of the primary functions of the school counselor are:

- Developmental counseling (delivered through a structured school counseling curriculum)
- Academic counseling
- Resolving personal/social conflict
- Post-secondary planning
- Scheduling

Students may meet with their school counselor individually, in small groups, and/or in a classroom setting. School counselors provide educational counseling, career planning, post-secondary planning and personal counseling. Each student is assigned to a school counselor by alphabet. Although school counselors may often initiate an appointment, parents and/or students are encouraged to make an appointment with their school counselor when necessary.

Career Center & Student Activities Center

The Career Center is attached to the School Counseling Office, and is staffed by the Student Activities/Career Center Coordinator. Students can access a variety of information in the Career Center such as:

- Scholarship information
- Student awards & honors
- Class advisors and honor societies
- Regional college rep visits (schedule can be accessed through [Naviance](#))
- Local work, volunteer & job shadowing information/opportunities
- Peer tutoring program
- [Student Clubs & Publications](#)
- A quiet place to study
- Posting flyers and advertising in the school
 - Students may post information about specific events or groups relating to Hall, Conard, other West Hartford public schools, The Bridge Family Center, and the Town of West Hartford with permission and approval by the Student Activities Coordinator. Notices may be hung on the bulletin boards. Nothing may be hung on the following: painted surfaces, stairway walls, wooden doors, or glass display cases. Students must take down posters and announcements and remove tape on the day following an event.
 - All student requests for posting must be reviewed by the principal or the principal's designee (Student Activities Coordinator). The review process may eliminate those posters that are considered to be obscene, libelous, vulgar, or inconsistent with Hall's core values, beliefs, vision, and mission.

Pupil Services Department

The Pupil Services Department provides a variety of supports for students and parents. The school psychologist and school social workers are available to students seeking assistance for personal/social issues or concerns. The Pupil Services Department Supervisor oversees the identification, program development, and program implementation for students who receive special education services, while also monitoring compliance with State and Federal regulations. Questions about Individualized Education Plans (IEPs) and services can be directed to the Pupil Services Department Supervisor or the office paraprofessional. Planning and Placement Team (PPT) meetings are scheduled by the office paraprofessional and are held virtually or in person upon request. Case managers' and special education teachers' offices/classrooms are located throughout the building, and they can be reached by email or calling their individual extensions.

Athletics Information

The Athletics Office is where students can get information or assistance from the Athletic Director or Administrative Assistant regarding the following:

- Signing up for a team sport
- Help with equipment or supplies
- Information on game and practice schedules
- Contacting a coach
- Locating the trainer

In addition, most other sports-related information, such as sign-ups, tryouts, preparation (such as concussion testing for impact sports), and game & practice schedules can be accessed through the Hall Athletics webpage at [Hall Athletics](#). Finally, for student-athletes that are contemplating playing Divisional Sports at the collegiate level, information on the process is available on pages 65-66 of the [Program of Studies](#).

Policies and Procedures for Student Athletes

Drug and Alcohol Regulations for Students Participating in Athletics, Extra-Curricular, and Co-Curricular Activities

Background

The regular Board disciplinary policies and procedures as stated in Board Policy #5520 pertaining to student drug and alcohol use and abuse supersede this contract. When those procedures have been completed, the provisions of this contract will immediately commence.

The West Hartford Board of Education and the school administration recognize that the use of chemical substances is a significant health problem for many adolescents, resulting in negative effects of behavior, learning, health, and the total development of each individual. The misuse and abuse of chemical substances affects extra-curricular, co-curricular, and athletic participation and the development of skills related to these activities.

The West Hartford Board of Education and the school administration firmly believe that the use of alcohol, illegal drugs, tobacco/nicotine, vaping, and/or the misuse or abuse of prescribed or legal drugs is counterproductive to the physical well-being and development of students. It is our belief that all students are responsible to abstain completely from the possession, sale, use and/or misuse or abuse of prescribed or illegal drugs. There are, however, additional consequences beyond Board Policy #5520 for students who participate in extra-curricular, co-curricular, and athletic activities who violate this contract.

Athletic, Co-Curricular, and Extra-Curricular Activities

Students who violate Board Policy #5520 (Drug and Alcohol Policy) are excluded from participation in athletic, co-curricular, or extra-curricular activities for the duration of their suspension or expulsion. This regulation is applicable whether the prohibited activity occurs on or off campus.

Student activities have different start and end dates and different competition/performance dates. As such, this policy is applied to each area as most appropriate for the activity type.

- **Athletic Activities-** An athletic activity refers to student participation on a CIAC sanctioned athletic team. If a student is involved in or has admitted to a drug and/or alcohol violation(s) during the academic year, exclusion from participation in athletics will begin immediately. If not currently in season, the period of exclusion from athletic participation will begin upon the commencement of the next activity. Please note that students who participate in a fall athletic activity in which the first practice/meeting is held prior to the start of the academic year are subject to these regulations as of the first practice/meeting.
- **Co-Curricular Activities-** A co-curricular activity is a structured learning experience that takes place beyond the classroom walls and supplements or extends the classroom curriculum. If a student is involved in or has admitted to a drug and/or alcohol violation(s) during the academic year, exclusion from participation in co-curricular activities will begin immediately. In the case of a student being ineligible to participate in a co-curricular activity due to violation of these regulations, the student's grade will not be affected due to missing a performance.
- **Extra-Curricular-** An extra-curricular activity is a program or experience that is sanctioned by the school, but is not explicitly connected to any specific learning experience. If a student is involved in or has admitted to a drug and/or alcohol violation(s) during the academic year, exclusion from participation in extra-curricular activities will begin immediately.

In addition to regular school discipline, the following consequences of violating these regulations will be enforced. Violations will be cumulative while a student is enrolled at a school level (i.e., high school):

FIRST OFFENSE:

- A. The student shall be suspended from the activity or team for a period of four consecutive calendar weeks. When applicable, days will carry over into the next activity or season.
 - 1. The student will be referred to the Drug, Alcohol & Tobacco Team (DATT), and in a timely manner, the student and parent/guardian will meet with an approved drug and alcohol counselor for an evaluation. If a student refuses to participate in the evaluation or the recommended plan of assistance, the student will not be eligible to participate in the activity until both are completed.
 - 2. A student whose intention is to return to the team and/or co-curricular and extra-curricular activity at the end of the suspension must attend all practices. The student must also attend all contests and/or performances but may not participate. Participation in music and/or theatrical performances that fall outside the four week suspension period may be modified or disallowed at the discretion of the Director, in concert with the building principal and department supervisor.
 - 3. The student is restricted or removed from all school leadership positions for one calendar year to run consecutively upon the completion of the activity or team suspension.

SUBSEQUENT OFFENSE: Should a subsequent violation occur, the following will apply:

- A. The student shall be suspended from the activity or team for a period of sixteen consecutive calendar weeks. When applicable, days will carry over into the next activity/season.
 - 1. The student will be referred to the Drug, Alcohol & Tobacco Team (DATT), and in a timely manner, the student and parent/guardian will meet with an approved drug and alcohol counselor for an evaluation. If the student refuses to participate in the evaluation or the recommended plan of assistance, the student will not be eligible to participate in the activity until both are completed.
 - 2. A student whose intention is to return to the team and/or co-curricular and extra-curricular activity at the end of the suspension must attend all practices. The student must also attend all contests and/or performances but may not participate.
 - 3. The student must complete 10 hours of community service. The student must obtain approval from the Assistant Principal prior to beginning his or her community service.
 - 4. The student is restricted or removed from all school leadership positions for one calendar year to run consecutively upon completion of the activity or team suspension.

Self Referral

When a drug dependency problem is identified by the student or by a parent's referral and the dependency involves the use of substances that are in violation of the Board of Education's Drug & Alcohol Policy, the student will not immediately be suspended from the team and/or activity. Self referral may not be used to turn in oneself after violating the Drug & Alcohol Policy in an attempt to avoid penalty. Steps to be taken:

1. The student will be referred to the Drug, Alcohol & Tobacco Team (DATT), and in a timely manner, the student and parent/guardian will meet with an approved drug and alcohol counselor for an evaluation. The student and coach/teacher/advisor will collaborate with the Drug, Alcohol & Tobacco Team (DATT) to develop a program of assistance utilizing the school's resources and outside agencies. The Drug, Alcohol & Tobacco Team (DATT) will then monitor and report progress.
2. If the student fails to complete the program of assistance and/or violates the Drug and Alcohol Policy, the consequences for a first offense will be applied.
3. Self-referral will be held in confidence if desired by the student.

Referral Procedures

When a substance problem has been identified by a team member, fellow student participant, teacher, coach, administrator or other concerned individual, the following procedures will be followed:

1. The student will be referred to the appropriate coach, activity advisor, teacher or administrator, where he or she will be informed of the charges.
2. A hearing will be held by the principal's designee within five days of the student's referral, where the student will be given the opportunity to present his or her side.
3. The principal's designee will investigate appropriately and render a decision within five school days of the hearing.
4. The student has the right to appeal the consequences of the violation of these regulations.

Appeals Process

1. The appeal of the designee's decision should be made in writing to the school principal within three school days of the designee's decision.
2. The principal will render a decision within five school days.
3. The student may appeal to the superintendent or designee within three school days providing there is new evidence to be submitted.
4. The superintendent or designee will render a final decision within five school days.

Student Behavior

Students who are participating in sports and/or extra-curricular or co-curricular activities are representing both themselves as well as their high school. To that end, the following behaviors will be considered serious violations of the athletic code and school rules and will result in a four week suspension from the team and/or activity:

- A. Arson
- B. Burglary/Breaking and Entering
- C. Robbery
- D. Racial Slurs/Hate Crimes
- E. Sexual Harassment
- F. Sexual Battery
- G. Sexual Offence

- H. Bullying
- I. Battery/Assault
- J. Hazing
- K. School Threat
- L. Vandalism
- M. Weapon

In addition, any civil or criminal law infraction, violation of school rules requiring administrative action, or misconduct that is potentially detrimental to the athletic program, school, or school district may result in suspension or removal from the team and/or activity, in accordance with the severity of the misconduct.

Social Media/Internet Policy

Social networking sites and open forums can be an important part of a young person's life and can also pose a serious danger. Since participation in athletics is a privilege and not a right, an athlete needs to accept responsibility for appearing or posting on certain websites.

When visiting or appearing on an internet site, athletes of West Hartford Public Schools will maintain acceptable standards. These acceptable standards will be based upon the policies and regulations described in the High School's Student Handbook and individual team rules. Any posting or communication via social networking which disrupts either the educational or athletic environment or which advocates the violation of any school or team policy would be unacceptable. This would include but not be limited to:

- The consumption of alcohol or the use of illicit drugs
- Inappropriate sexually-oriented material
- Activities involving bullying, hazing or harassment
- Actions that depict or reflect bad sportsmanship
- Racial slurs
- Hate crimes

Attendance

- A. Student-athletes must be in attendance for at least ½ of the school day in order to participate in athletic contests and practices.
- B. The student-athlete may make an appeal to the assistant principal if the school absence is due to a family emergency, college visitation or school-related activity.
- C. Vacation Policy: Students are expected to attend all practice sessions, including those scheduled during vacation periods. Parents are advised to check with the appropriate coach as to their policy on missing vacation practices. It is advisable to do this early in the school year so no misunderstanding arises relative to vacation periods.

Attendance Office

The Attendance Office is where students should report to as soon as they enter the building whenever they come in to school tardy or immediately prior to exiting whenever they have to leave early for any reason. The Attendance Office is also a place where students who have been absent more than 3 consecutive school days may request missing work/assignments. Missing work/assignments can be picked up in the Main Office. They can also obtain up-to-date information about the school attendance policy, attendance records, the attendance appeals process, forgotten locker combinations and locker assignments.

Parents should contact the Attendance Office by phone or by dropping off a signed excusal note for any student who is absent or tardy to a class. Students under the age of 18 are expected to produce signed notes excusing them from their absences or tardies. Please see Part IV for more specific information regarding the school and district attendance policies.

Lockers

Students are assigned a locker with either a padlock or a built-in lock. Personal padlocks on unassigned lockers will be removed along with the locker contents. Students are responsible for the padlock, whether lost or stolen. The cost for replacing a missing padlock is \$10.00. The school reserves the right to inspect lockers at any time, as lockers are a part of the school's property. The school is not responsible for any property lost or stolen from the locker. Students should notify the Student Relations Coordinator in the Attendance Office with any locker problem or concern.

Locker Rules:

- No writing on or defacing lockers
- For students' protection, the combination must not be given to any other person
- No more than one person can use a locker
- Students should use lockers only during passing time, before school, and after school

Health Services (Nurse's) Office

The Health Services (Nurse's) Office is located immediately on the right upon entering the gym entrance of Hall (across from the Athletics Office). Apart from caring for students who are not feeling well, the Nurse's Office houses medical records and provides additional resources such as wheelchairs and elevator keys for students who need them. Elevator keys are available in the Nurse's Office for individuals in need of handicap access. If the key is not returned, a \$10.00 fee will be charged.

The school nurses also hold records for any students who are on medical plans which are formalized plans for students according to their individual medical needs (which do not directly impact school performance). The nurse can answer questions pertaining to health and safety and assist in the scheduling of student-athlete sports physicals.

Prescribed medication, with the original prescription label affixed, **MUST** be stored in the Nurse's Office and be administered by the nurse with a written doctor's order.

****No student should leave campus due to illness without being first seen and then dismissed by the school nurse.****

Nutrition Services (Cafeteria)

Nutrition Services is located in the cafeteria and serves breakfast from 7:00 a.m. to 9:30 a.m. (9:00 a.m. on Wednesdays) and offers hot and cold lunches and nutritious snacks throughout the school day. The lunch waves are during periods 4-7.

Students are assigned one period for lunch. Food and trays are to remain within the cafeteria. Students are responsible for cleaning up their table or area when finished eating. Students must report to the cafeteria or courtyard (or the library with a pass if they choose not to have lunch) during their lunch period.

Juniors and Seniors may use the cafeteria for conversation or a break when they do not have a class during periods 1-3; these students may eat in the area where the snack bar is located, reserving the other side of the cafeteria for study or conversation. Juniors and seniors may use their I.D. to leave the cafeteria at any time.

Freshmen and Sophomores are only allowed in the cafeteria during their assigned lunch period. Freshmen and sophomores who need to meet with a staff member during their lunch period must obtain a pass from that person in advance, allowing the student to leave the cafeteria for the appointment.

Food and drink are allowed in classrooms only with the teacher's prior permission.

***Costs:** Lunches cost **\$3.50** and include a hot or cold entree or sandwich and one portion each of vegetable, fruit and milk. Non-meat options are available daily. All other items are a-la-carte and students will be charged accordingly. **Salad Bar as a meal costs \$4.00.**

***Breakfast meal packages are available for \$1.75 and include a breakfast entree, fruit or juice and milk. Breakfast items may also be purchased a-la-carte.**

***Due to an extension of regulations by the State of CT, student meals will remain FREE for ALL students INTO the 2022-23 school year; however, free meals are not expected to last the entire 2022-23 school year. Please look for future communication from Nutrition Services about the most up to date status of student meals.**

Pre-paid Accounts: Parents may set up a lunch account through the cafeteria by submitting a check to Nutrition Services for a minimum of **\$45.00**. Parents may indicate a daily spending limit for their children. The amount spent will be tracked on the computer system and the student will be notified when the account is low. Upon receipt of payment, the account will be updated. The website address for paying with a credit or debit card is **PAYPAMS.COM**.

Students will use their student ID number on the register keypad to purchase food.

Free and Reduced Meals: It is extremely important that families continue to complete and submit free and reduced forms to ensure their eligible student(s) receive additional, critical benefits. The National School Meal Program is governed by Federal regulations. During the first week of school, a letter and an application are given to all students to be filled out by a parent/guardian who wishes to apply for this program. Completed applications should be returned to Mrs. Tofil in the Main Office. Applications will be reviewed and all applicants will be notified of the results. Applications are accepted at any time during the school year, and approval covers both breakfast and lunch meals. Applications must be re-submitted at the beginning of each school year. Students use their student ID to key in at any cafeteria cash register station, and the cash register automatically records meals under free or reduced-price status. A student's free or reduced-price meal status will carry over **until October 17, 2022** and then the status will change to full price meals if an application is not re-submitted.

Students are expected to act appropriately and with consideration for the rights of others. There are many students who will use the cafeteria during the school day. Every student deserves to find the cafeteria clean and litter-free. Students are expected to return trays and to deposit trash and paper to the proper receptacles.

Library Media Center

The Library is a flexible access, resource-based environment available to all students and staff before, during and after school. Print resources include fiction, nonfiction and reference materials. Electronic resources include desktop computers in the Library and adjacent classroom, as well as Chromebooks for use in the Library. Digital resources include digital image and audio recording equipment, as well as online access to subscription databases, e-books and audiobooks, and other research and information resources through the [Library's website](#). Students may also check out laptops from the Library for up to 2 weeks at a time. Most of these mobile learning devices can connect to the West Hartford network from anywhere in the town, allowing students to go online and access such sites as PowerSchool and Google Classroom.

The Library opens at 7:15 a.m. and closes at 3:45 p.m., except for Wednesdays, when it closes at 2:45 p.m. The Homework Center staff manages the Library after the last bell. All students must sign in upon entering the Library. Students in grades 9 and 10 coming from study hall or lunch may use the Library after having first obtained a pass from a subject area teacher. Study hall teachers and staff in the cafeteria cannot provide passes to students. Students in grade 11 and 12 may use the Library during any unassigned period.

The main area of the Library is intended to be used for quiet work (individual study, research and reading), while productive collaboration for small groups of up to six students should occur in the Collaboration Room. Students may sign up to use the Collaboration Room for a particular period at the beginning of that period. Neither the main area of the Library nor the Collaboration Room should be used as a social alternative to study hall or the cafeteria. Inappropriate behavior in the Library will result in standard disciplinary action along with a potential loss of Library privileges. In addition to a behavior referral, the first infraction for misbehavior in the Library will typically involve a meeting with the student's assistant principal. Subsequent infractions, in addition to a behavioral referral, will often result in suspension from the Library, which may range from a single day up to two weeks or more, depending upon the severity of the disruption and the frequency of incidents attributed to the student(s) in question.

Finally, students are expected to clear all debts (if notified) through the Library by speaking to a Library staff member.

Security Office

The School Resource Officer (SRO) is a member of the West Hartford Police Department and is assigned to Hall High School for the school year. Their central mission is to ensure the safety and security of every student in the building and promote community relations. The officer also works in/through classes as a law-related teacher/resource, as a community liaison, and as a positive role model for students.

Security has an office in room E121 as well, but the security staff is usually found in the cafeteria or the corridors, and may be consulted for:

- Concerns about personal safety/security
- Lost items/stolen items
- Parking permits for students

School & Community Resources

Main Office	860-232-4561
Fax	860-236-0366
West Hartford Source Line (School Closing Info).	860-233-2334

EMERGENCY PHONE NUMBERS

Police, Fire, Ambulance, Suicide	911
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Hospitals

CT Children's Hospital	860-545-9200
Hartford Hospital.	860-545-0000
Institute of Living (mental health concerns)	860-545-7200 (Option 4)
Saint Francis Hospital	860-714-4001
UConn Health Center.	860-679-2588

Poison Control.	800-222-1222
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Suicide (emergency)	988
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Confidential Crisis Hotline.	211
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Emergency Mobile Psychiatric Services.	211 or 1-800-467-3135
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Wheeler Navigation Center	888-793-3500
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Sexual Assault Crisis Hotline (English)	888-999-5545
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Sexual Assault Crisis Hotline (Spanish)	888-568-8332
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The Bridge Youth Shelter (Freyman House).	860-521-6890
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COMMUNITY RESOURCES

West Hartford Police Department.	860-523-5203
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Child Abuse Care Line (DCF)	800-842-2288
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Continuing Education.	860-561-6900
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HUSKY Healthcare (for Uninsured Children & Youth)	877-284-8759
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Teen Room (WH Public Library)	860-561-6950 (Option 6)
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WH Teen Center (The Bridge)	860-521-8035
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YMCA.	860-521-5830
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Counseling

The Bridge (Youth and Family Services)	860-521-8035
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Jewish Family Services.	860-236-1927
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Safe Connect Domestic Violence (24 Hour Hotline)	888-774-2900
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Grief & Loss (The Cove)	203-634-0500
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Eating Disorders

Institute of Living.	860-545-7203
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Maine & Weinstein.	860-313-4431
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Gambling Helpline.	888-789-7777
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School & Community Resources -(Continued)

Sexual Orientation

(PFLAG) Parents, Families and Friends of Lesbians and Gays 860-785-0909

WH Human Services

(Emergency assistance w/ food, energy, housing) 860-561-7561

Recreation [West Hartford Leisure Services](#) 860-561-7510

Legal Aid 800-453-3320

Parenthood

Hartford Hospital Women's Ambulatory Health Services 860-972-2780

Planned Parenthood West Hartford 860-953-6201

Substance Abuse

Alcoholics Anonymous (www.ct-aa.org) 860-289-4357

Al-Anon/Alateen (www.ct-al-anon.org) 888-825-2666

Narcotics Anonymous (www.ctna.org) 800-627-3543

ADDITIONAL COMMUNITY RESOURCES

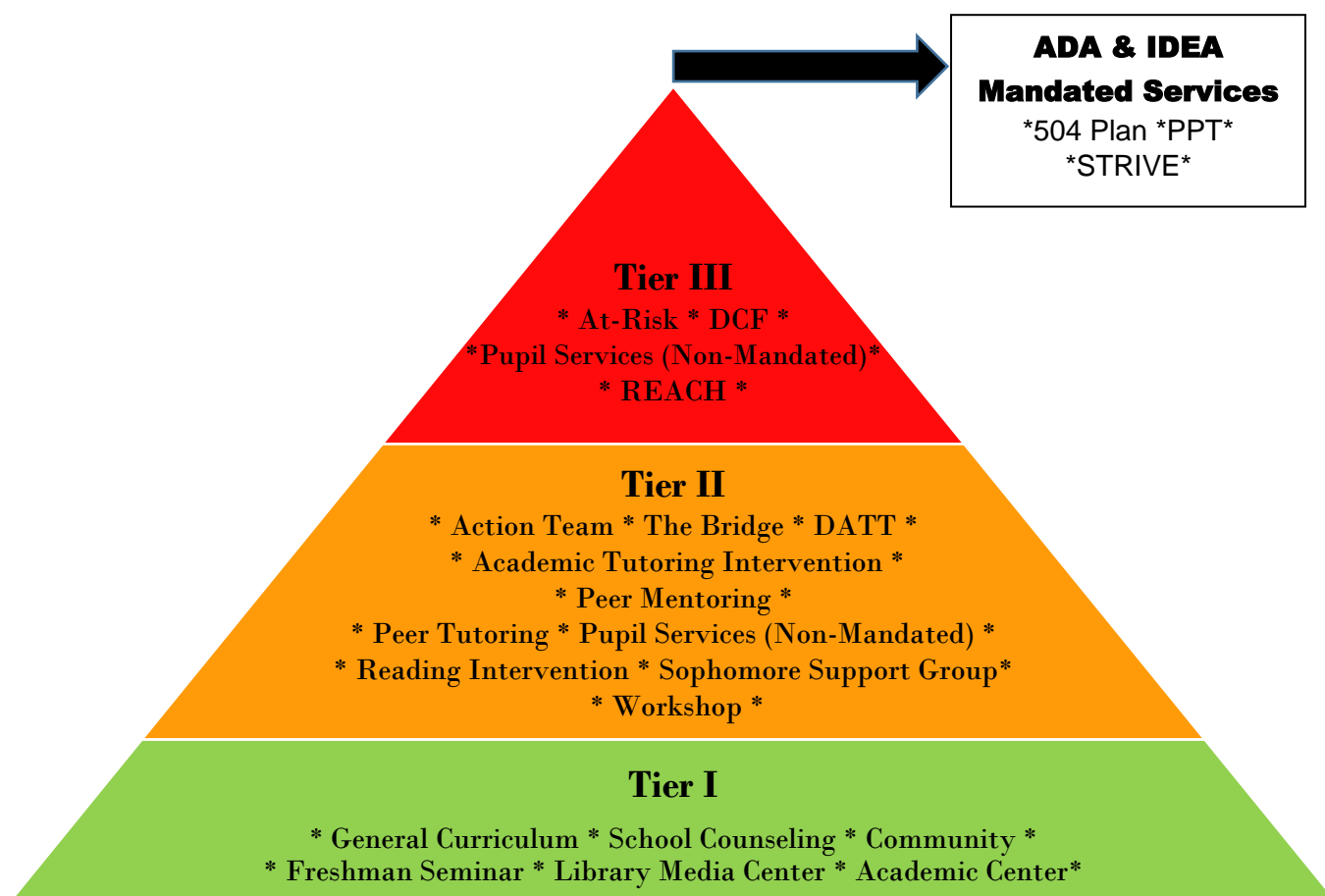
Please visit: <https://www.whps.org/district-info/emergency-information/crisis-phone-numbers>

PART III: STUDENT SUCCESS INTERVENTIONS

Overview

Student Success Planning is an individualized, student-driven process that is designed to help every student to achieve post-secondary educational and career goals. The process is designed around three core components: Academic Development, Career Development, and Social, Emotional and Physical Development. These core components drive a series of experiences for students grades 9 - 12 that are delivered through: 1) whole school, or grade level, or course level experiences; 2) the School Counseling 6-12 Curriculum Framework; and 3) individual and online experiences with documentation (i.e. Bridges and Naviance). This process creates multiple opportunities for students to acquire and demonstrate academic, career, and personal life skills. It also provides students with on-going support to set and monitor goals for personal and academic growth and serves as an individualized, student-driven plan.

The pyramid of student interventions, Scientific Research-Based Interventions (SRBI) Model, moves from least intense to highly individualized and intensive (bottom up), whereas students do not typically access more elevated/structured supports unless and until they have exhausted the more universal ones first.



Student Success Planning Team (SSPT)

Rationale: To provide additional support to meet the academic, social/emotional, and physical development of all William H. Hall High students.

Mission: The SSPT collaboratively assesses individual student needs, identifies appropriate supports, develops systematic approaches to address those needs, and continuously monitors for student success.

Throughout the school year, the Student Success Planning Team (SSPT) – a team comprised of Academic Service Providers (teachers and academic interventionists), Student Support Providers (school counselors, nurse, pupil services personnel, and community agency representatives), and administration - meet weekly to discuss the effectiveness of various interventions on the pyramid and how to fine-tune and improve the system. Students may be referred to one or more committees of the SSPT.

TIER I INTERVENTIONS

When students need support in school, there are a variety of resources – both internal and external – available to them. The front lines of defense for any purely academic struggle that students may experience is their teacher (considered a Tier I resource). By arranging to meet with and speak to teachers in a prearranged fashion, students can often elicit the encouragement and assistance they need to become more successful. If teacher conferences or extra-help sessions with teachers are not effective, students should consult their school counselor, who can link them to additional resources and services.

As previously mentioned, the foundation of Tier I interventions are classroom-based interventions and/or supports that **all** students may access. Basic classroom-based interventions may include, but are not limited to, such things as assigned seating, providing additional class notes, teacher meetings, and student-parent-teacher conferences.

The Developmental School Counseling Curriculum

The School Counseling Department delivers a comprehensive program to students in all grades spanning the three functional areas of personal/social, academic, and career. In addition to the more formal classroom-based program components, school counselors also meet with each of their students at least once annually to go over course selections and to address any other academic, social, or personal concerns that students may have.

The Freshman Seminar Series is a district-wide initiative for all grade 9 students and is delivered weekly through their study halls during the first quarter of the school year. Freshman school counselors present and engage students in activities and discussions on topics such as self-advocacy, study skills, organization, time-management and communication.

During sophomore year, school counselors help students explore their identities, aptitudes and interests. During this year, they deliver a ***career lesson to sophomores*** in the spring, where they come into one of their core classes and walk students through a survey and lesson on career and post-secondary exploration and goal-setting. During students' junior year, school counselors deliver the ***Junior Planning Series*** – a series of lessons focused on meeting the post-secondary planning needs of all students. The Junior Seminar Series is a 9-week series where counselors meet with juniors in computer labs during a scheduled period and discuss topics such as using [Naviance](#), [The Common Application](#), college visits/interviews, SAT ([College Board](#)) & ACT ([ACT](#)), career exploration and resume & brag sheet writing.

Early in their senior year, students meet with their school counselors in group, classroom, and in more ***extensive individual meetings*** to finalize post-secondary plans and complete the application process.

School-Wide Supports

- **School Counseling**
- **Community**
- **Library Media Center**

Academic Center

The Academic Center is located adjacent to the library in Room A124. Students may come during their lunch, study hall, or free period. Teachers and/or peer tutors are available to support students in either math and/or writing. For support in math, students can specifically work on math concepts and skills to improve their understanding. Students can ask questions about math assignments or returned assessments, collaborate with a classmate or peer tutor on math work, or work on personalized SAT math practice with Khan Academy. For support in writing, students may come to work on any assignment(s) they have in any subject area(s) for tenets of writing such as planning, organization, and construction of their writing.

TIER II INTERVENTIONS

Tier II interventions are not automatically provided to every student and must be accessed through a teacher, school counselor, pupil services worker, or an administrator (usually recommended through an Action Team). These interventions target specific needs of individual students and may require intentional scheduling compromises. These measures are not meant to last indefinitely, with the ultimate goal of moving students back to Tier I.

Action Team Meeting

If Tier I interventions are ineffective, an Action Team Meeting may be convened to discuss further interventions and supports for the student. This team is composed of the student's school counselor, teacher(s), social worker (if necessary), school nurse (if necessary), and administrator. An Action Team Meeting is called when a student's ability to successfully access their education is impacted by academic performance, attendance issues, or habits of mind (time management, effort). The Action Team brings all the stakeholders together to develop a student support plan, agree to terms of implementation, and to schedule a follow up meeting. Administrators and school counselors review assessments, grades, attendance, and Tier 1 and Tier 2 (when appropriate) data. If a pattern of inconsistent or unsuccessful school performance is observed, an Action Team Meeting will be scheduled with the student, teachers, support staff, administrators, and parents. Teachers are asked to provide information about the students' performance on the Teacher Reporting Form and attend the meeting. School counselors run the meeting and administrators record the minutes and follow up plan. After reviewing data, all stakeholders will contribute to the development and implementation of a support plan, known as an Action Plan. Measure(s) and criteria for success will be determined along with persons responsible for progress monitoring. A follow up meeting will be scheduled for approximately six weeks from the initial meeting. Sometimes, if Tier II interventions are not deemed sufficient, the outcome of an Action Team may be to refer students to a higher level of support, such as a 504 or PPT meeting.

Math Intervention

Math intervention is typically available to freshmen and sophomores (algebra and geometry) who are struggling in math. Students who are not able to improve their math skills through extra help with their teachers or peer support may be referred by their math teachers to the math interventionist, a certified math teacher, for additional one-on-one support. If their schedules align, the math interventionist and the student will meet weekly (or as often as needed) either during the student's lunch or study hall to supplement foundational understandings and assist in work completion.

Sophomore Support Group (SSG)

Targeted to second year high school students who may be experiencing a wide variety of issues or challenges, this program is intended for sophomores with low academic standing and/or who may benefit from extra assistance. Identified students meet with school counseling interns on a regular basis (usually weekly) to discuss a variety of topics and strategies. School counseling interns' focus on organization, study skills, classroom behavior, time management, test-taking, note-taking, stress and anxiety, self-advocacy, and learning styles. Student's GPA and attendance will be recorded each quarter to keep track of their progress. Students take a pre and post survey at the beginning and end of the program to help track its effectiveness.

Peer Tutoring Program

Social learning theory states that students learn best from their peers. There are many high performing students at Hall, as well as many others who struggle in a variety of areas. Therefore, a process for matching these students with mentors is desirable. Mentorship becomes an intervention when a structure is in place to ensure students are focused on specific improvement measures during their interactions with their matched peers. Based on need and availability, students may request and be potentially matched with a peer who can tutor them or whom they can tutor in a variety of subjects. The Student Activities Coordinator, located in the Career Center, runs the Peer Tutoring Program and has information for any student interested in becoming a peer tutor.

Peer Mentoring

Peer mentoring is an exciting opportunity to link incoming freshmen or any student who could benefit from a connection with another student for the purpose of building relationships, learning about the school culture, enhancing study skills, navigating around the building, or any other host of reasons. Mentors are upperclassmen (juniors or seniors) and are typically linked with incoming freshmen but could be matched with any student at any time. Not only does effective peer mentorship enhance connection and performance within the school, but can also create life-long friendships that extend beyond the school and into the community as well.

Reading Intervention

Reading interventions are provided for students who will benefit from additional support because they are reading below grade level. Students are identified for this intervention through a variety of ways including, but not limited to: academic history review, standardized test performance, Action Team meetings, and/or teacher referral. Students reading significantly below grade level are identified and enrolled in Reading Seminar I (Grade 9), or a co-taught Grade 9 English class Reading Seminar II (Grade 10), or a co-taught Grade 10 English class. Interventions include Tier I, II, or III. Mandated students requiring reading interventions are enrolled via Parent Placement Team (PPT) meetings through the Pupil Services/Special Education Department.

Workshop

The purpose of Workshop is to create a connection to school, develop good study habits, target work completion, and study for tests through more structured support for students who have not met with success through teacher interventions, Library/Media Center, or Sophomore Support. Workshop is located in the computer lab of the Library/Media Center after school daily until 3:45 (2:45 on Wednesdays) and is staffed by a certified teacher. Participants are expected to arrive prepared with their agendas completed and all necessary resources to complete their work. Since the maximum enrollment of Workshop is only 10 students, each one is able to be given individualized support as needed. Participation in this program/intervention is limited; students should be referred by an Action Team, 504, or PPT Meeting. Contracts are used to specify the exact start and end dates of the 6-week (minimum) intervention period, and the student, parents, school counselor, and administrator must all sign off on it. At the end of the 6 weeks the contract will be reviewed and renewed if appropriate.

Drug, Alcohol & Tobacco Team (DATT)

The Drug, Alcohol & Tobacco Team (DATT) is comprised of administrators, social workers, and school counselors. The DATT is convened in response to the reporting of an incident regarding the actual use, the suspicion of the use, or the possession of drugs, alcohol, or any other controlled substance. When this happens, the identified student and their support network (parents, guardians, teachers, etc.) become part of the DATT for the purpose of identifying the underlying issues and helping the student work through them.

The team works with the student and their support network to define the extent of use and facilitate interventions. Following a Drug, Alcohol and/or Tobacco Assessment and/or Urinalysis, the student is assigned an educational component (e.g., attend AA/NA meetings, read a relevant book, create a work of art, etc.) and write a written reflection that will be shared with The DATT. The student and their support network meet with The DATT to discuss their activity, the results and recommendations of the assessment, and to establish next steps, if needed. For a more comprehensive understanding of the West Hartford Policy on Drug & Alcohol Usage, as well as an outline of school administered consequences, please refer to Part IV.

Pupil Services

The **Pupil Services Office** is also available to any student who may be experiencing any personal or family-related issues and is in need of any counseling or support.

The Bridge

Based in West Hartford, Connecticut, the Bridge Family Center is a comprehensive, regional nonprofit agency that provides a broad range of services for children and families throughout the Greater Hartford area. Founded in 1969, the Bridge offers a safe haven for children and families in crisis, as well as positive, healthy intervention and prevention programs.

Students who are dealing with personal and/or emotional issues may be referred to the Bridge by their counselor or a social worker for additional counseling or mentorship at no cost to them. Counselors or mentors linked to students through the Bridge typically meet with their students weekly, and sometimes include families, until the student no longer needs or requires their service.

Academic Tutoring Intervention

The purpose of after school Academic Tutoring Intervention is to assist students in need of completing a larger writing task and/or students who need to prepare for math tests. Staff members certified in ELA and math can help with organization, preparation, drafting and/or studying to ensure a student completes overdue or upcoming heavily weighted assessments. This intervention is ideal for students missing one or two larger assignments following school absences or other obstacles, not for daily work completion. Work completed in this intervention is monitored and communicated to the student's parents/guardian(s), teacher, counselor, and assistant principal. Recommendations are made collaboratively between the teacher, school counselor, and/or assistant principal.

TIER III INTERVENTIONS

Tier III interventions represent the highest level of care and individualized support regular education students can access without becoming mandated under either the Individuals with Disabilities Educational Act (IDEA) for special education students or the Americans with Disabilities Act (ADA) pertaining to Section 504. These interventions may include intensive support.

At Risk Assessment & Support

When students are deemed at-risk of harming themselves or others, they are brought to the school psychologist or social worker for a preliminary assessment. Students may be identified as at-risk by any caring adult or even a peer. Upon referral, a team consisting of the student's counselor, nurse and administrator then makes a decision about supportive next steps and coordinates with the parents or guardians. If the threat is deemed imminent, the student may be hospitalized and/or the parent contacted to come to the school to pick up their child. The student may return to school once deemed safe by medical staff and a re-entry meeting is scheduled. At the meeting, where the student, parents, counselor, social worker or psychologist, and administrator are present, a plan is created to support the student moving forward. As with most formalized plans, follow up with students, parents, and outside agencies (if applicable) is key to reintegration and decreasing future at risk behaviors.

Responsible Educational Alternative for Conard & Hall (REACH)

REACH is an alternative high school run by the District of West Hartford, for students who, for a variety of reasons, have not demonstrated a capacity to achieve in their home schools. REACH is located next to Conard High School and follows the same annual calendar as Conard and Hall. Students may be referred to REACH a number of ways, but typically through an Action Team Meeting at their respective home high schools. Since REACH is also a voluntary program, upon initial recommendation (by teacher, counselor or administrator), the student and parent must complete an intensive application process which includes a written statement and formal interview (at REACH) with their parents or guardians present.

At REACH, students have the opportunity to develop a sense of pride and ownership for their education through a smaller and more intimate school and classroom setting. Academically, the school takes a collaborative approach to learning with a maximum emphasis placed on independent learning styles and the use of technology to enhance the learning experience. The focus is on helping students earn credit in core courses needed for graduation. Students develop and maintain a career focus throughout their programs. As such, they are required to participate in a progressive Career Exploration Program. Students are also required to take an active role in a Group Dynamics course, which incorporates cross-disciplinary topics into a discussion/activity based learning experience. Individualized support and counseling is also available for students on a daily basis. Some students come to the REACH Program to complete their high school credits and graduate, while others come to refocus on their academics and learn the necessary skills to return to their home school.

Department of Children & Families (DCF)

Educators in the State of Connecticut are mandated to report any suspected abuse and/or neglect of any student. This is a statutory regulation designed to protect the children in our care from the harms of physical or sexual abuse, neglect, abandonment, and any other injurious behavior to their physical, intellectual or emotional well-being. Any type of abuse or neglect affects students in a pervasive fashion, affecting many aspects of their functioning and well-being. State law mandates that we provide an oral report to the DCF via the Careline at 1(800) 842-2288 no later than 12 hours after the mandated reporter has reasonable cause to suspect or believe that a child has been abused, neglected or placed in imminent risk of harm. Within 48 hours of making an oral

report, the reporter shall submit a written report the DCF Careline on the DCF-136 form entitled, "Report of Suspected Abuse or Neglect."

We refer to DCF in a timely manner whenever abuse or neglect is suspected; best practice also suggests that we follow up with these students to provide additional support and interventions as appropriate and necessary within the confines of the school day and environment. Referrals to outside agencies to address underlying trauma and family dysfunction are also recommended. Regular communication and contact with a caring support staff with whom students feels safe are also important risk mitigation factors for the children in crisis. Students, families, and the general community population are all important stakeholders in children's support network.

MANDATED SERVICES

Pupil Services

The Pupil Services Department provides a variety of supports for students and parents experiencing any number of personal, social or emotional issues that impact learning. Some of these supports include counseling, speech and language therapy, occupational therapy, physical therapy, instruction for the hearing impaired, instruction for the visually impaired, vocational training, and training in adaptive daily living skills.

The Pupil Services staff, which include related service providers, special education teachers, and the Pupil Services Department Supervisor, are also involved in the identification and assessment of students with disabilities (mandated services) identified under the Individuals with Educational Act (IDEA). This process involves individualized program development, service delivery, and progress monitoring through the adherence to Individual Education Plans (IEPs) in accordance with federal and state guidelines. IEPs are developed and reviewed yearly to ensure that students' instructional supports, goals and objectives, and accommodations and modifications across school settings are designed and implemented with integrity, and are actively addressing the pre-identified areas of concern related to students' present levels of performance. Students who receive special education services are included in general academic courses and electives to the greatest extent possible in accordance with federal and state laws (least restrictive environment).

Success through Responsibility, Initiative, Vision & Education (STRIVE)

The purpose of STRIVE is to provide the needed academic, personal and social support to mandated (SPED) students who are not able to meet with success in the larger school environment as determined through a PPT. The STRIVE program is for middle and high school students with significant behavioral and emotional disabilities. Behavioral plans are developed and implemented for each student. Daily group and/or individual counseling is provided. Access to general education is a universal goal, but is a gradual process that must be planned and implemented as appropriate. The programs are housed at King Philip and Sedgwick Middle Schools (Grades 6-8), and at the Cogswell Building that is on The American School for the Deaf campus (high school students).

Section 504

The purpose of a Section 504 intervention, also known as a 504 Plan, is to provide students with mental or physical disabilities access to the curriculum – to establish an “even playing field”. Students meeting federal criteria are recognized under Section 504 of the Americans with Disabilities Act and may be, if needed, provided with necessary and reasonable accommodations in order to access the curriculum. In order to become recognized under this section of the law, students have to demonstrate 1) evidence of a physical or mental disability, and 2) a substantial impact on one or more “life functions” (which usually translates to a substantial and noticeable impact on learning, as evidenced by their grades). This impact is determined to be the result of their disability unaccommodated for (i.e. without medication). It is also, as commonly practiced, to refer to temporary conditions which impact student learning beyond a 6-month period, such as concussions.

504 meetings may be held at the request of parents, teachers, counselors, social workers, or administrators and typically involve all the above parties. Students on a 504 Plan have annual reviews of their accommodations, with the ultimate goal of being exited from their plan.

NOTICE OF PARENT/STUDENT RIGHTS

UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA), but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504.

The following is a description of the rights and options granted by federal law to students with disabilities under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the West Hartford School District’s education programs without discrimination based on a student’s disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on a student’s disability;
4. To be notified with respect to the Section 504 identification, evaluation, and educational placement of your child;
5. To have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education. This includes the right to receive reasonable accommodations, modifications, and related services to allow your child an equal opportunity to participate in school and school-related activities;

7. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
8. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
9. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
10. To obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
11. To request changes in the educational program of your child;
12. To an impartial hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.
13. To file a court action if you are dissatisfied with the impartial hearing officer's decision or to request attorney's fees related to securing your child's rights under Section 504.
14. To file a local grievance with the designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation or placement of your child.
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504 Coordinators for this district are:

Melissa Caballero
 Director of Pupil Services
 Telephone: 860-561-6600
 West Hartford Education Center
 50 South Main Street
 West Hartford CT 06107

Paul Vicinus Jr.
 Assistant Superintendent of Curriculum and Instruction
 Telephone: 860-561-6600
 West Hartford Education Center
 50 South Main Street
 West Hartford CT 06107

For additional assistance regarding your rights under Section 504, you may contact:

Office for Civil Rights
 Boston Regional Office
 U.S. Department of Education
 5 Post Office Square, 8th Floor
 Boston MA 02109
 Telephone: 1-617-289-0111

Connecticut State Department of Education
 Bureau of Special Education and Pupil Services
 P.O. Box 2219
 Hartford CT 06145
 Telephone: 860-713-6910

U.S. Department of Education
 Office for Civil Rights
 400 Maryland Avenue, SW
 Washington DC 20202
 Telephone: 1-800-421-3481

PART IV: SCHOOL AND DISTRICT POLICIES AND PROCEDURES

The following are selected policies, rules and regulations of the West Hartford Public Schools. A complete set of the policies, rules and regulations are maintained in the Library Media Center and the Main Office, and can be accessed upon request. They are also available online: [West Hartford Board of Education Policies](#)

NON-DISCRIMINATION POLICY

“The West Hartford Public School System does not knowingly condone discrimination on the basis of race, color, national origin, religion, age, sex, or handicap in employment of assignments in programs or services provided or operated by the West Hartford Board of Education.” Julio Duarte and Melissa Caballero, 50 South Main Street, West Hartford, Connecticut 06107 are designated as the employees who will coordinate compliance with Title IX, Title VI, and Sec. 504 of the Rehabilitation Act of 1973 respectively.

STUDENTS CIVIL & LEGAL RESPONSIBILITIES FIRST AMENDMENT RIGHTS - POLICY 5730

The intent of the Board’s policy is to encourage student expression in school sponsored, classroom, and other activities.

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

1. The administration is charged to create an oversight process that would disallow only those forms of expression that would be judged obscene, libelous, seriously disruptive, or vulgar, and thus, interfere with legitimate pedagogical process.
2. If a staff member or principal’s designee decides to disallow the student’s expression, the student may appeal such action to the principal. The appeal should take place within three school days of the student’s request.
3. Should the principal uphold the original decision, the student may request a review of the decision to a panel consisting of the Assistant Superintendent, the Department Supervisor of English of the other high school, and the student representative to the Board from the other high school that is involved in the review question. A majority vote of the panel is required for an action. A hearing shall be held within five school days except under extenuating circumstances, and a decision shall be rendered within five school days after the conclusion of the hearing.
4. The appeal process must be completed in a timely fashion so that the mechanics of due process do not accomplish a rejection de facto.
5. The regulations will be published in the student handbook annually.

For administrative guidance, herein are illustrated terms used in #1:

- | | |
|------------------------|---|
| Obscene: | <ul style="list-style-type: none">• Overt or explicit displays of sex |
| Libelous: | <ul style="list-style-type: none">• Unsubstantiated character assaults on individuals or groups of people• Statements that are personally insulting |
| Seriously Disruptive*: | <ul style="list-style-type: none">• Advocate violence, use of alcohol or drugs• Attack individuals, races, religions, creeds. Ethnic or sexual groups, or others |
| Vulgar: | <ul style="list-style-type: none">• Sex, anatomy or slurs in the form of “jokes,” parodies or other forms that are degrading of individuals, racial, ethnic, religious or sexual groups• Expletives• Lewdness |

* In the opinion rendered in *Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969), the judges stated that the criteria for determining what is seriously disruptive must be concrete. "Undifferentiated fear or apprehension is not enough to overcome the right of freedom of expression."

Revised: June 6, 2006

THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (i.e. students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

1. The right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
2. The right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
 - A. political affiliations or beliefs of the student or the student's parent;
 - B. mental or psychological problems of the student or the student's family;
 - C. sex behavior or attitudes;
 - D. illegal, anti-social, self-incriminating, or demeaning behavior;
 - E. critical appraisals of other individuals with whom respondents have close family relationships;
 - F. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
 - G. religious practices, affiliations, or beliefs of the student or the student's parent; or
 - H. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
3. The right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum;
4. The right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;
5. The right of a parent to be notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
 - A. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
 - B. the administration of any survey containing confidential topics (see #2, above, a-h); or
 - C. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

- A. college or other post-secondary education recruitment, or military recruitment;
- B. book clubs, magazines, and programs providing access to low-cost literary products;
- C. curriculum and instructional materials used by elementary and secondary schools;
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
- E. the sale by students of products or services to raise funds for school-related or education-related activities;
- F. student recognition programs.

To protect student privacy in compliance with the PPRA, the West Hartford School District has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605, Reference: 20 U.S.C. § 1232h

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) FOR ELEMENTARY AND SECONDARY INSTITUTIONS

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student’s education records. They are:

- (1) The right to inspect and review the student’s education records within forty-five (45) calendar days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal [or appropriate school official] will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student’s education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violates the student’s privacy rights.

Parents or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, or otherwise violates the student’s privacy rights. Parents or an eligible student should write the school principal [or appropriate school official], clearly identifying the part of the record the parents or eligible student want changed, and specify why it is inaccurate or misleading, or otherwise violates the student’s privacy rights.

If the District decides not to amend the record as requested by the parents or eligible student, the District will notify the parents or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their task. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the District will disclose a student's education record without consent to officials of another public school, including a public charter school, in which the student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington DC 20202-4605

SHARING OF STUDENT INFORMATION FOR THE DIRECTORY

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student. Directory Information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic and video images, date and place of birth, major field(s) of study, grade level, participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

The written objection to the disclosure of directory information shall be good for only one year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless a parent or eligible student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one year. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law. Ref. 34 CFR § 99.37

Attendance Policies

Student and Parent Responsibilities

- Regular attendance is expected in all classes.
- It is expected that parents will call the attendance office each morning the student is absent.
- It is the responsibility of the student and the parent to verify any absence from school within ten (10) days of its occurrence. **If the absence is not verified within ten (10) days, the absence will be considered unexcused.**
- Students are expected to be in attendance during the school day in order to participate in after-hours school sponsored activities.

Reporting a Student Absence

A parent or guardian should call the attendance line at **860-232-4561, ext. 6599** or the attendance office at **860-232-4561, ext. 5142** to **report their child's absence**. An absence note or email signed by the parent/guardian must be submitted to the attendance clerk within **10 days** of the student's return to school. A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within 10 school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes or the state's guidelines for excused and unexcused absences.

Connecticut law requires that children attend school regularly during the hours and terms that the public school is in session, unless specifically exempted from attendance by law. The superintendent of schools shall establish such procedures as deemed necessary to determine the causes of habitual truancy, including medical verification for excessive absence, and shall cooperate with other private and governmental agencies in correcting the causes thereof.

Experience indicates the students who fail are often those who arrive late or "cut" classes. These regulations reflect our belief that classroom learning activities are an essential part of the curriculum for all students and are intended to reduce tardiness and absence from class. (Section 5310 of School Code) In June 2012, the Connecticut State Board of Education adopted new definitions for an absence to be considered excused (see table below). It is important to note that while the first **nine** absences in a school year can be **deemed excused** for any reason the parent or guardian provides, the **tenth and each subsequent absence** follow a more stringent and specific set of reasons for the absence to qualify as excused.

Level	Total # of Days Absent*	Acceptable Reasons for a Student Absence to Be Considered Excused	Documentation Required within 10 Days**
1	One through nine	Any reason that the student's parent or guardian approves.	Parent or guardian note, email or phone call.
2	10 and above	<ul style="list-style-type: none"> • Student illness (Note: to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence's length). • Student's observance of a religious holiday. • Death in the student's family or other emergency beyond the control of the student's family. • Mandated court appearances (additional documentation required). • The lack of transportation that is normally provided by a district other than the one the student attends (parental documentation is not required for this reason). • Extraordinary educational opportunities preapproved by district administrators. Opportunities must meet certain criteria. 	Parent or guardian note and in some cases additional documentation (see details of specific reason).

* **Note:** The total number of days absent includes both excused and unexcused absences. **Suspensions do not require documentation.

Unexcused Absence - an absence that occurs for no legitimate reason. The following are considered unexcused absences:

1. **Truancy**-an unexcused absence from all classes on a given day
2. **Class cut**-an unexcused absence from class when a student is present in the building or an unexcused tardy of 15 minutes or more
3. Missing scheduled school activities without permission
4. Car trouble
5. Missing a ride or the bus
6. Oversleeping
7. Failure to produce an absence note signed by student's parent within 24 hours after the student returns to school from an absence; or
8. Attending any school activity or event during class time without proper notification given to the teacher (e.g. blood drives, optional assemblies or performances).

Make Up Work

In cases of excused absences other than family-initiated travel, appropriate provisions will be made by school staff regarding assistance with missed assignments, homework and tests. When an excused absence is the result of family initiated travel, teachers are under no obligation to provide advance assignments or to review work missed during the period of absence. Students must be allowed to take make-up tests. The student's assistant principal must be notified in writing of extended absences due to family-initiated travel.

Truancy

According to the State of Connecticut, a child enrolled in a public or private school is considered to be "truant" when they have four or more unexcused absences from school in any single month or ten or more unexcused absences in any school year.

West Hartford Public Schools' Truancy Policy states, in part, that:

Regular student attendance in school is essential to the educational process. Connecticut law requires that children ages five through eighteen attend school regularly during the hours and terms that the public school is in session, unless specifically exempted from attendance by law. Responsibility for assuring that students attend school rests by statute with the parent or other person having control of the child.

To assist parents/guardians in meeting this responsibility, Hall High School has implemented policies to promptly identify those students who meet the regulatory definition of "truant," to inform the parents/guardians to that effect, and to assist the student and their family in rectifying the situation/improving the student's attendance.

Early Dismissal

Students must receive prior written permission from the Attendance Office in order to leave school property anytime between 7:30 a.m. and 2:15 p.m. (12:48 p.m. on early Wednesdays). Failure to do so will result in disciplinary action.

Students should present a written request for early dismissal from a parent or guardian to the Attendance Office ***before*** first period.

Approved reasons for early dismissal:

- Community school
- Volunteer activities
- Emergency medical appointments
- College interviews; or
- Participation in work experience programs.

Note: The student's assistant principal will review all late arrival and early dismissal records quarterly and withdraw early dismissal privilege for those students who abuse the privilege.

Pre-Arranged Absences

Students who plan to be absent from school must make arrangements with their assistant principal and teachers for that absence at least 48 hours beforehand.

- The student's assistant principal will review the request from the parent/guardian and will use professional judgment in excusing a pre-arranged absence based on such factors as the educational value of the proposed experience, the personal or family benefit, and the impact of the absence on the student's learning.
- After receiving approval of a pre-arranged absence, the student should speak with their teachers about the assignments that will be missed. Approval for pre-arranged absences provides the student with time to complete the missed assignments while away and the opportunity to keep pace with the class. This avoids the requirement to complete make-up work and regular work at the same time after the absence.
- Students are expected to be fully prepared on the day of return (i.e., homework) and must request assignments before leaving.

Assignments given by a teacher before an approved pre-arranged absence begins will be due upon the student's return.

Absences and Credits for Graduation

- I. Students who have four (4) unexcused absences or twelve (12) or more total absences (excused and unexcused) during a semester will receive the academic grade earned but will not receive credit for the semester. An opportunity will be given to appeal this loss of credit.
- II. Students who lose credit are expected to remain in class for possible reinstatement of credit. (See Appeals Process)
- III. For a full year course, the student will start the second semester with a new attendance record.
- IV. The administrator or administrator's designee will conduct an administrative review in each situation where a student has accumulated twelve (12) or more absences (either excused or unexcused) in a given class and/or four (4) or more unexcused absences.
- V. As part of the Administrative Review and the Appeals Process, school officials may require documentation other than a parental note, in order to determine if credit is granted or withheld.

Exceptions

- If the class meets 3 times per week per semester, students who have three (3) unexcused absences or seven (7) excused absences will not receive credit for the semester.
- If the class meets 2 times per week per semester, students who have two (2) unexcused or four (4) excused absences will not receive credit for the semester.

Disciplinary Consequences of Unexcused Absences

On the first unexcused absence in a single semester:

- The administrator or administrator's designee will issue the student an After School Detention for one hour.
- The administrator or administrator's designee will discuss the situation with the student and will contact the parent.
- The teacher will discuss the absence with the student and may contact the parent.

On the second unexcused absence in a single semester:

- The administrator or administrator's designee will assign the student a two hour Extended Wednesday Detention.
- The administrator or administrator's designee will notify the parent. The student's counselor will be informed.
- The teacher will discuss the absence with the student and may contact the parent.

On the third unexcused absence in a single semester:

- The administrator or administrator's designee will assign the student a four hour Extended Wednesday Detention and will review the circumstances with the student to avoid a loss of credit.
- The administrator or administrator's designee will notify the parent by mail of the detention and of the potential loss of credit and may contact the parent by phone. The student's counselor will be informed.
- The teacher will discuss the absence with the student and may contact the parent.
- In addition, the administrator will set up an action team meeting to discuss strategies and or a behavioral plan to address unexcused absences. Potential loss of credit in the course will be further discussed.

On the fourth unexcused absence in a single semester:

Ongoing unexcused absences may include further disciplinary action as determined by an administrator during an action team meeting. A follow up action team meeting will be scheduled to determine additional interventions and loss of credit. During the action team meeting, it can be decided that:

- The assistant principal and the counselor, along with the student/parent will determine if the student is to remain in class with the possibility of having credit reinstated at the end of the semester (by appeal or administrative review) based upon positive evidence of improvement.
- The administrator will issue a day of internal suspension.
- The student may appeal to have the credit reinstated at the end of the semester.

Tardies - Excused and Unexcused

Tardy - not present in the classroom and prepared for learning when bell rings.

Excused Tardy - lateness to class with a legitimate reason and a pass

The following are acceptable reasons for being tardy to school or class. A note from a parent/guardian with a specified arrival time and the reason for being tardy is required.

1. Personal illness
2. Appointment with a health or legal professional
3. Family emergency
4. Late bus

Please note that tardiness will not be excused for oversleeping, unverified transportation problems, etc.

If the tardiness is at the beginning of the school day, the student must present a note to the attendance clerk to determine if the tardy is excused. If the tardy is excused, the student will receive an excused tardy pass.

Unexcused Tardy - lateness to periods 1-8 up to 15 minutes to class without a legitimate pass from a staff member or acceptable note from a parent/guardian. **Three unexcused tardies are equivalent to one unexcused absence.**

Teachers will admit tardy students and mark them as either excused or unexcused. Notes from parents regarding tardiness to school should be forwarded to the attendance office. Teachers may assign teacher detentions after the first and second occurrence in a semester. Students more than 15 minutes late to class without a legitimate reason or pass will be considered to have an **unexcused absence** for that class period.

Consequences for ongoing unexcused tardiness:

1. On the **third occurrence** per class per semester, the student will receive a one hour After School Detention.
2. On the **sixth occurrence** per class per semester, the student will receive a two hour Extended Wednesday Detention. In addition, the administrator will set up an action team meeting to discuss strategies and or a behavioral plan to address tardiness.

Ongoing unexcused tardiness may include:

- Further disciplinary action as determined by administrator
- Action Team Meeting to discuss additional interventions
- Potential loss of credit

Appeals Process

Students wishing to appeal a loss of credit in a class due to excessive absences must file an appeal within the specified time period. The process will include:

1. A formal request for an attendance appeal delivered to the attendance office.
2. A written statement from the student.
3. Attendance record from date of loss of credit.
4. Subject teacher recommendation and semester grade to date.
5. Evidence of extenuating circumstances related to the absences, if appropriate.
6. A hearing may be required to review an appeal.

The Appeals Board is made up of an assistant principal not actively involved with the student, a neutral teacher and a neutral school counselor. A parent/guardian or other advocate may accompany the student to the appeal hearing.

Regulations West Hartford Public Schools

Revised April 2005 West Hartford, Connecticut

TECHNOLOGY GUIDELINES
West Hartford Public Schools
Administrative Guidelines for Responsible Use of Technology

Responsible Use of Technology Guidelines/Internet Safety

The use of computers and related technology supports the curriculum and enhances communication. Users, students and staff will access a vast scope of information available in the school system, as well as connections to global resources via the internet. Since neither the West Hartford Public Schools nor any of its staff controls the content of the information available on the internet, users must be aware that some of the information may be controversial or offensive. Users encountering such controversial or offensive information should exit the site and contact their teacher or school administration. Individual users are responsible for their own conduct. The use of computers is a privilege, not a right. As the owner of both the hardware and software, the West Hartford Public Schools reserves the authority to withdraw this privilege. Failure to adhere to these guidelines will result in disciplinary action that may include loss of computer access, referral to legal authorities or other administrative action.

Parent/Guardian Permission

It is assumed that parents/guardians grant their child the right to access the network unless a permission denial form is signed and returned. Furthermore, please note that under no circumstances will PreK-12 student photos on the West Hartford Public Schools website be identified with first and last name unless explicitly agreed to by the parents/guardians or by students over the age of 18.

Network

The District network includes wired and wireless devices and peripheral equipment, files and storage, email and internet content (e.g. blogs, websites, email, apps). All use of the network must support student instruction, research and professional learning consistent with the mission of the District.

Use of Personal Electronic Devices

Connection of a personal electronic device to any network on school grounds is subject to all rules and guidelines in this document.

Acceptable Use

1. Use of the computers and related technology must be in support of education, business, or research within the educational goals and objectives of West Hartford Public Schools.
2. Users may access online services, use email and voicemail for school-related assignments, educational, administrative or other professional purposes.
3. Electronic communications (e.g. voicemail, email, internet) should not be considered completely private and secure. Users should not, under any circumstances, transmit or reveal personal or confidential information about yourself or others, including but not limited to: home address, telephone number, password, social security number, credit card number, or confidential or sensitive information regarding students or staff.

4. The district has the ability and reserves the right to bypass individual user passwords and to monitor the use of such systems by students and staff. Therefore, students and staff should not expect to maintain personal privacy in the use of the system.
5. Users will comply with all school policies concerning acceptable behavior, state, federal and local laws, including copyright laws and those laws prohibiting harassment by computer (PA 95-143).
6. Users must not interfere with others' work or with the performance of the technology, both hardware and software. These actions include but are not limited to: attempting to illicitly obtain passwords or usernames, entering closed areas of the network, introducing computer viruses, or accessing or altering educational records.
7. All users will abide by the generally accepted rules of user etiquette and all applicable school policies.
8. Users of district email systems are responsible for their appropriate use. All illegal or improper use of the electronic mail system, including but not limited to: offensive language or pictures, harassment, solicitation, gambling, violating copyright or intellectual property rights are prohibited. Use of the email system for which the district will incur an expense without written permission of an administrator is prohibited.
9. Bulk posting to individuals or groups to overload the system (i.e., spamming or any similar actions) is prohibited, including but not limited to chain letters and pyramid schemes (chain letters with money).
10. Students may not install personally owned or created software on networks or networked computers. Staff may not install personally owned or created software on networks or networked computers.
11. Reproduction of copyrighted electronic resources should not take place without appropriate source documentation and permission.
12. Official representation of the school or school district (e.g. internet home page) may be established by obtaining prior written approval of school administration. Approved representations will comply with copyright law.
13. Users may access their own personal online accounts, for educational purposes only, with advance permission and when it does not interfere with school-related activities.
14. Users will abide by the rules of other computer resources accessed through the school telecommunications systems.
15. Teachers will monitor the use of the internet by students for grade level appropriate use.
16. Prior to publishing photos or student work on the internet, teachers will obtain necessary paperwork from a parent or guardian.
17. All staff members will exclusively use their WHPS district email account when communicating by email with students and parents. (Board Policy 4090).
18. WHPS technology shall not be used for the creation, publication, posting, or distribution of any personal and/or non-school related written, visual, and/or audio correspondence or materials. (Board Policy 4090)
19. All other Board policies regarding the confidentiality of student information are in effect.
20. All state and local laws regarding technology are upheld and applicable.

West Hartford Public Schools ensures that students receive ongoing, systematic education in safe, responsible and effective use of technology.

West Hartford Public Schools
Amended August 2016

Level 1: Extended Wednesday Detention; student restricted from using any computer in the school from 5-30 days*, notify labs, library, and all students' teachers and parents of restriction. Examples: unauthorized site, games, using unauthorized software.

Level 2: 1-5 days suspension from school; student restricted from using any computer in the school from 5-90 days*, notify labs, library, and students' teachers and parent of restriction. Examples: downloading inappropriate materials i.e., pornography, use of any software designed to capture passwords, or accessing unauthorized areas of the network, or accessing other students' files.

Level 3: 1-10 days suspension/recommendation for expulsion, restitution for damages; student restricted from using any computer in the school from 30 days - year*, notify labs, library, and students' teachers and parents of restriction. Examples: intentionally tampering with computer hardware, sending hate/threatening messages, deliberate deleting, erasure, or modification of system software or applications, tampering with computer software and/or data; attempting to access unauthorized data. This would include changing window settings, wallpaper, screen savers, etc.

*Student may be withdrawn from class if computer restriction occurs in a classroom where a computer is required for instruction (i.e., CAD, keyboarding, etc.) and the restriction is for an extended period.

Bullying Behaviors in the Schools - Policy 5550

I. Purpose

The West Hartford Board of Education is dedicated to promoting and maintaining a positive learning environment where all students are welcomed, supported, and feel socially, emotionally, intellectually and physically safe in school.

II. Bullying Prohibitions

- A. Bullying is prohibited on school grounds, at all school-sponsored or school-related activities, functions or programs whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased, or used by the local or regional board of education.
- B. Bullying is also prohibited outside of the school setting if such bullying results in any of the following: (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.
- C. Any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is strictly prohibited.

III. Definitions

- A. "Bullying" means (1) 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 (2) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
 - A. Causes physical or emotional harm to such student or damage to such student's property,
 - B. Places such student in reasonable fear of harm to themselves, or of damage to their property,
 - C. Creates a hostile environment at school for such student,
 - D. Infringes on students' rights of such student at school, or
 - E. 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 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.

- B. "Cyberbullying" means any act of bullying through the use of the internet, interactive and digital technologies, cellular mobile telephone or other mobile devices or any electronic communications.
- C. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
- D. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic, or photo-optical system.
- E. "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
- F. "Out of the school setting" means at a location, activity, or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.
- G. "Safe School Climate Coordinator" means the individual appointed by the Superintendent of Schools from existing staff who is responsible for:
 - 1. Implementing the district's Safe School Climate Plan;
 - 2. Collaborating with the safe school climate specialists, the Board of Education and the Superintendent of Schools to prevent, identify, and respond to bullying in the schools of the district.
 - 3. Providing data and information, in collaboration with the Superintendent of Schools of the district, to the State Department of Education regarding bullying, in accordance with state law; and
 - 4. Meeting with the safe school climate specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Safe School Climate Plan.
- H. "Safe School Climate Specialist" means the principal of each school, or the principal's designee, who is responsible for:
 - 1. Investigating or supervising the investigation of reported acts of bullying in the school in accordance with the district's Safe School Climate Plan;
 - 2. Collecting and maintaining records of reports and investigations of bullying in the school; and
 - 3. Acting as the primary school official responsible for preventing, identifying, and responding to reports of bullying in the school.
- I. "School employee" means
 - 1. A teacher, substitute teacher, school administrator, school superintendent, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle, or high school; or
 - 2. Any other individual who, in performance of their duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle, or high school, pursuant to a contract with the local or regional board of education.
- J. "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

IV. Safe School Climate Plan

The district's Safe School Climate Plan consists of this policy as well as the administrative regulations developed by the Superintendent of Schools to implement this policy. This policy clarifies the legal mandates regarding the district's response to bullying in its schools. The administrative regulations shall address the broader topic of school climate and may incorporate the National School Climate Standards or other applicable evidence-based standards. Revisions to any part of the Safe School Climate Plan shall be approved by the Board of Education.

A. Reporting Procedures

1. Any student who believes he or she has been the victim of bullying may report the matter to any school employee. Students may anonymously report acts of bullying to school employees.
2. Parents or guardians of students may also file written reports of suspected bullying.
3. School employees who witness acts of bullying or receive reports of bullying are required to orally notify the Safe School Climate Specialist (or another school administrator if the Safe School Climate Specialist is unavailable), not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report.

B. Investigation

1. The Safe School Climate Specialist shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports.
2. The Safe School Climate Specialist shall review any anonymous reports. No disciplinary action shall be taken solely on the basis of an anonymous report.
3. The investigator shall assess whether there is a necessity to take immediate measures to prevent further allegations of bullying or retaliation of any kind while the investigation is pending.
4. The investigator shall remind involved parties that any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is strictly prohibited.
5. After a prompt investigation, the investigator should ascertain whether the alleged conduct occurred and whether such conduct constitutes bullying as defined by this policy.

C. Response to Verified Acts of Bullying

1. If it is determined that bullying has occurred, the school will take prompt corrective action that is reasonably calculated to stop the bullying and prevent any recurrence of such behavior. As part of such remedial action, the offender may be subject to appropriate disciplinary action which may include, but is not limited to one or a combination of the following: counseling, awareness training, warning, reassignment, transfer, suspension, or expulsion.
2. Each school shall notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. This notification shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.
3. Each school is required to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying. This invitation shall also include the description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Except in rare circumstances, such meetings with parents and guardians should be held separately.

4. A student safety support plan shall be developed for any student against whom an act of bullying was directed. The plan shall address safety measures that the school will take to protect such students against further acts of bullying.
5. Case-by-case interventions shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline.
6. The principal of a school, or designee, shall notify the appropriate law enforcement agency when such principal, or designee, believes that any acts of bullying constitute criminal conduct.

D. Prevention and Intervention Strategy

Students shall be provided with a variety of prevention and intervention strategies which may include, but are not limited to:

1. Implementation of positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the State Department of Education;
2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts;
3. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school;
4. Individual interventions with the bully, parents, and school employees, and interventions with the bullied child, parents, and school employees;
5. School-wide training related to safe school climate.

E. Documentation and Record Keeping

1. Safe School Specialists shall establish a procedure for each school to:
 - a. Document and maintain records relating to reports and investigations of bullying in such school.
 - b. Maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection. The public list must not contain any personally identifiable information about any student or information that might reasonably lead to the identification of any student.
2. The district's safe school climate coordinator shall annually report the number of verified acts of bullying in the district's schools to the Department of Education in such manner as prescribed by the Commissioner of Education.

F. Training

1. All school employees must annually complete training on the prevention, identification, and response to bullying and the prevention of and response to youth suicide. The training will be provided to teachers, administrators, and pupil personnel who hold the initial educator, provisional educator, or professional educator certificate via in-service training. All other school employees shall receive such training as provided by the State Department of Education.
2. As part of the prevention and intervention strategies, schools may also implement school-wide training related to Safe School Climate and student peer training, education, and support.

G. Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school shall establish a committee (or designate at least one existing committee in the school) to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent or guardian of a student enrolled in the school appointed by the school principal. Parents or guardians who serve on such committee shall not participate in the activities described in subparagraphs (1) and (2) below or any other activity that may compromise the confidentiality of a student. The Safe School Climate committee of each school shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and make recommendations to amend school policies relating to bullying;
4. Review and make recommendations to the district safe school climate coordinator regarding the district's safe school climate plan based on issues and experiences specific to the school;
5. Educate students, school employees, and parents and guardians of students on issues relating to bullying;
6. Collaborate with the district safe school climate coordinator in the collection of data regarding bullying, in accordance with the law;
7. Perform any other duties as determined by the school principal that are related to the prevention, identification, and response to school bullying for the school.

H. Periodic Assessment of School Climate

1. On and after July 1, 2012, and biennially thereafter, each school in the district shall complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education so that the state can monitor bullying prevention efforts over time and compare each district's progress to state trends.
2. Assessment tools may also be used by Safe School Climate Committees to review and make recommendations for revisions to the district's Safe School Climate Plan.

Adopted: February 4, 2003, Revised: November 21, 2006, Revised: January 20, 2009, Revised: December 20, 2011

If you feel that you are a target of bullying behavior or know someone who is, please report it to an adult. You may remain an anonymous reporter if you choose.

Sexual Harassment Policy for Students

It is the policy of the West Hartford Board of Education to maintain a learning environment free from discrimination and harassment where all students are treated in all respects without discrimination or harassment. Sexual harassment is forbidden by federal and state law and will not be tolerated in any form. While the law emphasizes that such behavior be unwelcome by the recipient, all employees and students are on notice that any such behavior is inappropriate in the school setting. Individuals have different personal standards and sensitivities in regard to behavior and comments of a sexual nature. Therefore, it is best to avoid any conduct which is sexual in nature.

Sexual harassment shall include, but not be limited to:

- * Unwelcome sexual advances
- * Direct or indirect demands or requests for sexual favors
- * Direct or indirect sexual comments, gestures or other physical
- * Conduct of a sexual nature
- * Implied or explicit threats related to sexual harassment

All reported incidents of sexual harassment will be promptly and thoroughly investigated in an appropriately confidential manner.

Each administrator and teacher shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws, and board policy and procedures governing sexual harassment within their school and department.

Any student who believes that he or she has experienced sexual harassment by a staff member or student(s) in the school district shall report the alleged harassment by notifying a staff member or administrator. The staff

member contacted by the student will inform the building principal, who may discuss the reported incident(s) with the student. The building principal will offer assistance in resolving the complaint. If the accused is the building principal, the staff member assisting the student will bring the case to the Director of Human Resources. In order to meet the individual needs of students in the West Hartford Public Schools, each sexual harassment complaint shall be treated in a manner that will ensure the highest level of comfort for the student reporting the incident(s).

Students should feel free to seek assistance if they are sexually harassed. Many students who confide in an adult staff member seek assistance to put an end to the harassment without causing the situation to escalate. Under certain circumstances it may be desirable to give a harassed individual the opportunity to tell the accused that their conduct is unwelcome and that it should cease immediately. It may also be appropriate for the teacher or staff member to act as an intermediary. Often the situation is resolved informally and the accused benefits from a frank discussion about the behavior that others find offensive. The administrator who handles a situation on the informal level may protect the identity of the victim by informing the accused that a complaint has been brought forward and needs to be discussed. The informal process must be supervised and documented by the administrator or designee.

If the case cannot be resolved informally, the student registering the complaint will be asked to file a written report of the harassment. The student will be advised that the information reported must be truthful and accurate. The building principal (or designee) will investigate the charges and, where necessary, take disciplinary action. Such disciplinary action may include suspension, a recommendation to the Board of Education for expulsion in the case of a student, or discharge in the case of an employee consistent with the Board of Education regulations.

Any staff member or student who retaliates against anyone who reports alleged harassment or who participates in an investigation, proceeding or hearing relating to a sexual harassment complaint is subject to disciplinary action. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. Such disciplinary action may include suspension, a recommendation to the Board of Education for expulsion in the case of a student, or discharge in the case of an employee consistent with the Board of Education regulations.

In the absence of a victim's complaint, the school administration, upon learning of or having reason to suspect, the occurrence of any sexual misconduct, will ensure that an investigation is promptly commenced by appropriate individuals. If an investigation results in a finding that a person has maliciously or recklessly or falsely accused another of sexual harassment, the accuser shall be subject to appropriate disciplinary action. Such disciplinary action may include suspension, a recommendation to the Board of Education for expulsion in the case of a student, or discharge in the case of an employee consistent with the Board of Education regulations.

Complaint Procedure

1. If a student believes that he or she is being harassed, that person, directly or through a teacher, counselor or administrator, should immediately inform the alleged harasser that their behavior is unwelcome and must cease
2. If the unwelcome behavior continues, the student may report the harassment in confidence to the building principal or to a trusted staff member who will assist the student in contacting the principal
3. The building principal, with the consent of the complaining student, will try to resolve the matter on an informal basis
4. If the matter cannot be resolved informally, the student will be asked to file a formal complaint that should state the name of the complainant, date of the complaint, date of the alleged harassment, and a detailed statement of the circumstances leading to the complaint
5. The administrator who conducts the investigation of the complaint shall do so in an unbiased and discreet manner. The administrator or designee shall make a preliminary written report summarizing the results of the investigation and proposed disposition of the matter. The investigation shall commence within five working days of the filing of the written complaint and be completed within fifteen working days

6. In cases where a student files a complaint of sexual harassment against a student, and the investigation supports those charges, the administrator will take appropriate disciplinary action up to and including suspension or recommendation for expulsion in accordance with the policies of the West Hartford Public Schools. Parents of students involved in the harassment incident shall be notified of any formal complaints made
7. In cases where a student files a complaint of sexual harassment against a staff member, and the investigation supports those charges, the staff member shall be subject to disciplinary action by the West Hartford Board of Education as outlined in its policy on sexual harassment for employees. Actions taken in response to such cases of sexual harassment may include a letter of reprimand, transfer, suspension or discharge from employment
8. If the complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the Superintendent of Schools, who will review the investigation and answer the appeal within a reasonable period of time.

Notifications for Psychotropic Drugs and Suicide Prevention

Psychotropic Drugs

The district maintains policy and procedures for the prohibition on recommending psychotropic medications in compliance with State Statutes 10-212B. The school health, mental health, and certain other school personnel may recommend a medical evaluation and/or support consultation with a student's medical practitioner within a Planning and Placement Team's (PPT) meeting, if appropriate and needed, and with the written consent of the parent.

Suicide Prevention

The district maintains procedural guidelines for suicide prevention and intervention in response to at risk behaviors by students, (i.e. suicidal ideation, commentary, or self-injurious behavior). The school faculty receives information and in-service on suicide prevention annually.

All students are encouraged to access support staff, (school counselors, social workers, school psychologists, school nurses) for any number of issues relating to interpersonal conflicts, emotional crisis, family concerns, substance related matters, or other crises. The school support staff may assist in problem solving, direct counseling, and/or referring the students to an outside agency for appropriate follow through as the circumstance indicates. In case of an emergency, students may access support staff with or without an appointment.

Search and Seizure

Desks and school lockers are the property of the school, placed there for the temporary convenience of students. Parking personal vehicles is a privilege afforded to students. The right to inspect desks, lockers assigned to students, and personal automobiles parked on school property may be exercised by school officials to safeguard students, their property, and school property with reasonable care for the Fourth Amendment rights of students. An authorized school administrator may search a student's locker, desk, or personal automobile parked on school property under the following conditions:

1. There is reason to believe that the student's desk, locker, or personal automobile contains contraband material.
2. The probable presence of contraband material poses a serious threat to the maintenance of discipline, order, safety and health in the school.

3. The student has been informed in advance that the school board policy allows desks, lockers, and personal automobiles parked on school property to be inspected if the administration has reason to believe that materials injurious to the best interest of students and the school are contained herein.

A student may be searched if there are “reasonable grounds” for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.

Student Code of Conduct

Good behavior and a commitment to learning are the essential ingredients for success in high school. A spirit of cooperation and support helps us in establishing pride, school spirit, and an atmosphere conducive to learning. Hall students have a reputation for scholarship and school citizenship. We expect each student to be a positive contributor to the school community and to the community at large.

We expect each student to support and abide by the rules and regulations developed for the good of all. The key to maintaining the proper educational environment is respect: respect for self, for the adults who work with students, for the rights of others, and for the property and equipment provided for students’ use.

In general, standards of good conduct and respect for persons, property and the educational process are in effect. Disciplinary action may result when a student’s conduct endangers persons or property, disrupts the educational process or violates a publicized policy of the West Hartford Board of Education.

West Hartford’s Suspension and Expulsion Policy, Administrative Procedures for Suspension/ Expulsion, Student Drug Regulations and Sexual Harassment Policy are reviewed regularly. These documents list some of the rules of conduct and disciplinary procedures for students in all of West Hartford’s schools. The first two documents, which are quite lengthy, are available in the school offices.

Each school in West Hartford, in accordance with school board policies, develops other rules and procedures called “school rules”. These rules cover a wide variety of issues pertaining to safety, security, failure to report, building cleanliness and issues related to the teaching and learning environment. Violation of school rules carries disciplinary consequences. Among those consequences are denial of certain privileges, removal from class, After School Detention, Extended Wednesday Detention, restitution, In-School Suspension, and Out-of-School Suspension. Each teacher may also develop classroom rules and procedures, which they will explain to students.

School Rules and Regulations

The following rules and regulations were developed by the Student-Faculty Committee to ensure a safe and productive learning environment. Violation of school rules and regulations will result in disciplinary action. Serious violations will lead to suspension or expulsion. These rules apply to field trips and all other school sponsored events.

1. Fights/violence, vulgarity directed at a staff member, possession of a weapon or firearm, use of a dangerous instrument, possession of alcohol/drugs/ tobacco products or paraphernalia, theft, gang or mob action, or intentional damage to property ***may result in suspension and may result in further disciplinary action, including a recommendation for expulsion.***
2. Mobile learning devices (cell phones) and electronic music devices/ear buds may not be used in the learning environment except at the discretion of the teacher when deemed useful as an instructional tool. If the use of these devices is deemed disruptive or unsafe (i.e., not kept at a safe volume in the hallway), they may be confiscated, and other disciplinary actions may be taken.

3. Books and equipment issued to students are their responsibility. Students are expected to reimburse the school for any assigned books or equipment lost/damaged.
4. Gambling and gambling paraphernalia are prohibited on campus.
5. The use of sports equipment (frisbees, basketballs, footballs, lacrosse sticks, etc.) in classrooms or hallways is prohibited. Larger sports equipment can be stored in the main office. Skateboarding is not allowed on school grounds.
6. Students are prohibited from throwing ice, snow or snowballs on school grounds.
7. All students are required to remain on school property during the regular school day. Students found leaving campus without permission may be subject to disciplinary action.
8. Before and after school hours, students are expected to remain in a supervised area for the purpose of extracurricular activities or extra help.
9. Students are expected to use appropriate and respectful language at all times.
10. Students are expected to refrain from inappropriate displays of affection.
11. Students are expected to give their name or present their ID card upon request, report directly to the office when told to do so, and follow directions from all staff.
12. Students are expected to respect school or private property and are responsible for loss or damages.
13. Students are expected to maintain a safe school climate. This includes maintaining respect for all persons. Students may not threaten to cause physical injury to another person or to that person's property. Additionally, they may not intimidate, wrongfully obstruct, interfere with or inhibit any person's access to or use of school facilities, or take part in hazing or bullying in person or online.
14. Students are responsible for providing authentic documents and signatures.
15. Students are expected to refrain from soliciting students/staff for money.
16. Students are expected to respect and follow the valid authority and reasonable standards of conduct determined by supervisors, teachers, administrators, and the rules and regulations published by the school and/or determined by the Board of Education.
17. Students are expected to obtain permission from an administrator for the use of the Hall High School name or the names of Hall High School publications.
18. Students are expected to obtain permission from a teacher or administrator before videotaping, recording audio/video or taking of pictures.

Academic Honor Code

The Hall High School Academic Honor Code addresses issues when it is believed that a student's work has been compromised. Compromised work includes, but is not limited to, academic cheating, academic plagiarizing, academic lying, and academic stealing.

Offences:

Academic cheating is stealing and includes, but is not limited to, the following:

- The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in school work over other students;
- Attempted cheating;
- The unauthorized use of technology and/or technology applications (which includes the sharing of digital documents without permission or authorization).

Some examples:

- Deception;
- Unauthorized communication, including talking, signs, or gestures, during a test or quiz;
- Copying from another student or allowing the copying of an individual assignment;

- Passing test or quiz information during a class period or from one class period to members of another class period;
- Misrepresenting work that is not your own (for example, turning in an assignment/paper actually written by someone else);
- Exceeding time limits on timed tests, quizzes, or assignments without permission
- Improper or unauthorized use of telephone, online translators, graphing calculators, or other forms of technology;
- Unauthorized use of study aids, notes, books, data, or other information;
- Computer fraud, sabotaging the projects or experiments of other students, or improper collaboration without the teacher's permission.

Academic plagiarizing includes, but is not limited to, the following:

- Presenting as one's own the works or opinions of someone else without proper acknowledgement (e.g. published or electronically generated sources);
- Borrowing the sequence of ideas, the arrangement of materials, or the patterns of thought of someone else without proper acknowledgement;
- Deriving a writing style that is not one's own from a published or electronically generated source.

Some examples:

- Having a parent or another person write an essay or do a project, which is then submitted as one's own work;
- Failing to use proper documentation and bibliography.

Academic lying includes, but is not limited to, the following:

- Willful and knowledgeable telling of an untruth or falsehood, as well as any other form of deceit;
- Attempted deception;
- Forging a signature;
- Fraud in an oral or written statement.

Some examples:

- Lying or failing to give complete information to a teacher;
- Feigning illness to gain extra preparation time for tests, quizzes, or assignments due.

Academic stealing includes, but is not limited to, the following:

- Taking or appropriating, without the right or permission to do so and with the intent to keep or make use of wrongfully, the schoolwork or materials of another student or the instructional or assessment materials of a teacher.

Some examples:

- Stealing copies of tests or quizzes;
- Illegitimately accessing the teacher's answer key for tests or quizzes;
- Stealing the teacher's edition of the textbook;
- Stealing another student's homework, notes, or handouts.

Consequences/Penalties for Violation of School Honor Code

As a learning community, we believe that appropriate consequences can be valuable learning experiences. Because of the sensitive nature of this offense, consequences and penalties for violations of the Academic Honor Code are **cumulative** and are determined by the total number of offenses that have occurred while the student is enrolled at Hall High School. **This means that offenses are not limited to one class or marking period, but will follow the student throughout their career at Hall High School.**

First Offense

- The student receives no credit for the assignment, and a comment regarding the incident is included on the student's next report card.
- The teacher calls the parent and files a behavioral report with the student's assistant principal and school counselor.
- The student, the parent, the student's assistant principal, and the student's school counselor meet to discuss the incident, the ethics of academic dishonesty, and to remind the student of the consequences of a further offense.
- The student's eligibility for membership in the school's honor societies is jeopardized, as is their eligibility for leadership positions related to school activities.
- The student will receive a 4-Hour Extended Wednesday Detention.

Second Offense (in the same or different course)

- The student receives no credit for the assignment, and a comment regarding the incident is included on the student's next report card.
- The teacher calls the parent and files a behavioral report with the student's assistant principal and school counselor.
- The student, the parent, the student's assistant principal, and the student's school counselor meet to discuss this second incident, the ethics of academic dishonesty, and to remind the student of the consequences of a further offense.
- The student is referred to the appropriate committee of the Student Success Planning Team (SSPT).
- The student is removed from membership in any school honor society and is no longer eligible for such positions.
- The student will receive one day of In-School Suspension.

Third Offense (in the same or different course)

- The student receives an "F" for the semester (50%) in the class in which the violation occurred, and a comment regarding the incident is included on the student's next report card.
- The teacher calls the parent and files a behavioral report with the student's assistant principal and school counselor.
- The student, the parent, the student's assistant principal, and the student's school counselor meet to discuss this third incident and the ethics of academic dishonesty.
- The student will receive three days of In-School Suspension.

THE STUDENT MAY APPEAL PENALTIES FOR VIOLATIONS OF THE HONOR CODE TO THE ADMINISTRATION. MULTIPLE INCIDENTS IN A SINGLE CLASS OR A VARIETY OF CLASSES ARE CONSIDERED A SERIOUS DISRUPTION OF THE EDUCATIONAL PROCESS AND MAY RESULT IN FURTHER DISCIPLINARY ACTION UP TO AND POSSIBLY INCLUDING EXPULSION. ANY ADDITIONAL VIOLATIONS BEYOND A THIRD OFFENSE WILL CARRY THE CONSEQUENCES OF THE THIRD OFFENSE.

Classroom Behavior

Classroom discipline is essential for effective teaching and learning. Students are expected to cooperate with their teachers in maintaining an orderly environment for learning. Students who show disrespect to a teacher or peers, refuse to obey a reasonable request by a staff member, or who disrupt the classroom environment will be referred for disciplinary action.

West Hartford Public Schools Secondary Dress Code

Dress Code Philosophy & Values:

West Hartford Public Schools are professional centers of learning, and dress and behavior should reflect this while preparing students for college and career readiness. The intent of this policy is to encourage all students to dress, groom, and conduct themselves in keeping with an atmosphere which reflects a sensitivity to and respect for self and others and the overall functions of the school. West Hartford Public Schools student dress code supports equitable educational access and is intended to prevent stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity or expression, ethnicity, religion, sexual orientation, household income or body type/size.

Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

Our goals are:

- Maintain a safe, professional, and respectful academic environment.
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that supports their gender expression.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography. Clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that contains defamatory speech, or threats to others are not allowed.
- Prevent students from wearing clothing or accessories with images or language depicting or advocating violence or the use of alcohol or drugs. Clothing or accessories worn to symbolize membership in a gang or clique are not permitted.
- Ensure that all students are treated equitably regardless of race, sex, gender identity or expression, ethnicity, religion, sexual orientation, household income or body type/size.
- Ensure that clothing is suitable for all scheduled classroom activities in classes where protective or supportive clothing is needed, such as chemistry/biology or Physical Education.

Dress Code:

“The Board of Education recognizes that each student has their personal style of dress and grooming. As such, the rights of students regarding their appearance will not be interfered with except when their choice disrupts the educational process or creates disorder by containing offensive or obscene language or symbols oriented towards violence, sex, drugs, alcohol, tobacco, or degrades any gender, cultural, religious, or ethnic values” (WHBOE Policy, 5530).

Students are expected to wear clothing that is appropriate for school or for any school sponsored event. Students are encouraged to express themselves individually and artistically through their clothing as long as it remains appropriate for an academic environment. The primary responsibility for a student’s attire resides with the student and their parent(s) or guardian(s). The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

1. Basic Principle: Certain body parts must be covered for *all* students at *all* times.

Clothes must be worn in a way such that genitals, buttocks, breasts and midriff are covered with opaque material. **All items listed in the “must wear” and “may wear” categories below must meet this basic principle.**

2. Students Must Wear:*

- A **Top** (with fabric in the front, back, and on the sides under the arms), AND
- **Bottom**: pants/sweatpants/shorts/skirt/dress/leggings, AND
- **Shoes**: activity-specific shoes requirements are permitted (for example for Physical Education/sports)

* Courses and any school sponsored activity that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire.

3. Students May Wear:

- Head coverings that do not cover the face.
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps, halter tops, off shoulder shirts, and “tube” tops that cover the midriff.
- Athletic attire.
- Visible straps on undergarments worn under other clothing, as long as done in a way consistent with Section 1 above.

4. Students Cannot Wear:

- Clothing with violent language or images.
- Clothing with images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same.
- Clothing with hate speech, profanity, pornography, gang affiliation.
- Clothing with images or language that creates a hostile or intimidating environment based on any protected class.
- Accessories that could be considered dangerous or could be used as a weapon.
- Sunglasses inside the school building (except for documented medical reasons).
- Any item that obscures the face (except as a religious observance or for medical reasons).

5. Dress Code Enforcement

Administration and staff will engage in a dialogue with students who are inappropriately dressed (according to the above standards) regarding their attire. If the outcome of this dialogue finds the student to be in breach of the dress policy, the student will be asked to work with school staff to remedy the situation. If the student fails to remedy the situation, this may result in disciplinary consequences. If no alternate provisions can be found, the student's parent(s) or guardian may be contacted to provide them with an appropriate article of clothing.

No student should be affected by dress code enforcement because of race, sex, gender identity or expression, ethnicity, religion, sexual orientation, household income or body type/size. Students should not be shamed or required to display their body in front of others in school. Shaming includes, but is not limited to:

- Kneeling, bending over, or any other movement to check fit
- Measuring straps or skirt length
- Calling out students about perceived dress code violations in front of others
- Accusing students of "distracting" other students with their clothing

These dress code guidelines shall apply to regular school days as well as summer school days and any school-related events and activities, such as field trips and graduation ceremonies.

Inspired in part by:

Oregon NOW Model Dress Code

Evanston Township HS Dress Code

Discipline/Consequences

- A. **Teacher Detention:** Time assigned by a teacher in their room at the end of the school day; may range from 10 minutes to one hour. Failure to report will result in an After School Detention.
- B. **After School Detention:** Time assigned by an administrator or designee and served with the detention supervisor at the end of the school day, lasts for one hour, and will be held according to the following schedule:
- Monday, Tuesday, Wednesday, Thursday and Friday: 2:25 pm - 3:25 pm (1 hour detention)
- C. **Extended Wednesday Detention:** Time assigned by an administrator or designee and served after school on Wednesday. There are three types of Extended Wednesday Detention
- | | |
|---|-----------------------|
| Two-hour Extended Wednesday Detention | 1:00 p.m. - 3:00 p.m. |
| Three-hour Extended Wednesday Detention | 1:00 p.m. - 4:00 p.m. |
| Four-hour Extended Wednesday Detention | 1:00 p.m. - 5:00 p.m. |
- Alternatives to an Extended Wednesday Detention may be offered by an administrator or designee.
- D. **Suspension:** An exclusion from school (i.e., an Out-of-School Suspension or an In-School-Suspension), from school privileges, and/or from transportation services. STUDENTS SUSPENDED OUT/IN OF SCHOOL MAY NOT BE ON SCHOOL GROUNDS, PARTICIPATE IN ACTIVITIES, ATHLETIC PLAY OR PRACTICES OR PERFORMANCES ANY TIME DURING THE DATE(S) OF SUSPENSION OR EXPULSION.
- In-School Suspension - The exclusion of a student from classes and all regular school activities. The student will be assigned to the In-School Suspension room. ISS is served from 7:30 a.m. until 2:15 p.m. (until 12:48 p.m. on Wednesdays), regardless of early dismissal or after-school activities.
 - Out-of-School Suspension - The exclusion of a student from school for up to ten (10) consecutive school days.
 - a. Expulsion: The exclusion from school and school privileges for more than ten (10) consecutive school days. STUDENTS EXPELLED MAY NOT BE ON SCHOOL GROUNDS, PARTICIPATE IN ACTIVITIES, ATHLETIC PLAY OR PRACTICES OR PERFORMANCES ANY TIME DURING THE DATE(S) OF SUSPENSION OR EXPULSION.

Detention Regulations

1. All current school rules/regulations shall be extended to apply during detentions (including but not limited to on-time arrival, no electronics, etc.).
2. After-school activities, sports, job, etc. are NOT valid excuses for failing to serve detentions.
3. Failure to serve any detention as scheduled and on time will result in additional consequences that may lead to an in-school suspension.

After School Regulations

To ensure safety and security, students are expected to remain on campus after 2:45 p.m. only if they have a valid reason (activity, club, and extra help). All students who stay after school must be with and supervised by a staff member. Students who remain in the school after dismissal are to be in a classroom with a teacher present.

Parking and Driving Safety Regulations

Student use of motor vehicles at Hall High School is a privilege. Students are subject to the rules, regulations and administrative guidelines in the parking regulations agreement and must comply with all state laws and licensure requirements.

Registration and Assigned Parking:

1. Parking privileges will be granted to authorized students only. Students who wish to park on campus must submit a Google Form provided by Hall High School, obtain a parking tag from the Security Office, and park in their assigned parking space. Due to limited parking spaces, parking privileges will be granted on a first-come, first-served basis. Grade 12 students will be given priority for registration.
2. All vehicles must display their school-issued parking tag on the rearview mirror.
3. All registered student vehicles must park in their assigned space in the Student Parking Lot located to the west of the building between Karen Road and the tennis courts. A few additional, unassigned parking spots for registered vehicles are available along the hill of Hall High School's Main Entrance.

Parking and Driving Safety:

1. Students are expected to demonstrate respect for self and others by adhering to safe driving practices.
2. There is no access to the student parking lot during school hours.
3. A student and their vehicle may leave the campus only when one of the following occur:
 - a. The student has been granted permission to leave campus after the student's last scheduled class; or
 - b. Special circumstances have been approved by the administration.
4. In the event of accidents, cars must not be moved until police arrive.

Consequences for Violations of Parking and Driving Safety Regulations:

The following consequences may be assigned for any student who violates the Parking and Driving Safety Regulations:

- Warning
- Detention
- Loss of assigned parking space for the year. If a student's vehicle is not registered, they may lose their ability to register their vehicle for current or subsequent year(s).
- Loss of free period privilege. The student will be assigned a study hall during any free period in their schedule for the remainder of the semester or school year.
- Towing of vehicle
- Tickets as authorized by the West Hartford Police Department and town ordinances may be issued for infractions such as unauthorized vehicles, improper parking in fire lanes, and/or exiting or entering by avenues other than proper driveways. Fines will be imposed.

ID Cards

Students will receive an ID card at the beginning of the school year after School Picture Day. For new incoming students who enroll after School Picture Day, they will receive their ID from the school registrar. Students are expected to carry their ID card to school daily and to all school-sponsored events and should be prepared to present their ID card upon request by a staff member. Each ID card is individually authorized as a library card, bus pass, and lunch card. For lost ID's please see the school registrar; **the replacement cost is \$5.00.**

Hall Pass

Students are expected to have a pass when arriving late to class or reporting to an alternate location. Students are expected to report promptly to the area designated on the pass without loitering or disrupting classes. Passes to the library must be obtained from classroom teachers or librarians. Violations may result in disciplinary action.

Field Trips

In addition to mandatory class meetings and assemblies, students from all grades may take part in field trips, class outings, and other extra-curricular activities that may impact class seat time. ***If students miss school for any reason, it is their responsibility to coordinate any missed work with their teachers.*** For any extra-curricular activities that require a fee, financial assistance may be available to students upon request from the coordinating teacher and/or administrator.

School Transportation

Students are expected to present their ID cards before boarding school buses, as requested.

The rules of conduct also apply to any form of school transportation. Students granted the privilege receive a copy of the "Code of Conduct" for buses. Students who disregard behavioral expectations may be denied bus privileges on a limited or permanent basis.

- Permanent bus assignment is printed on the student ID. Hall does not issue bus passes and does not control bus routes. The Board of Education Transportation Office (860-561-6647) issues bus passes. Specific information about bus schedules (pick up & drop off times) are available by calling the Transportation Office. Students must live 2 miles or more from Hall to be eligible for transportation. Bus eligibility for new students is issued through the Board of Education Residency Office (860-561-6620).
- Late buses are provided for students who stay after school to participate in school activities, receive extra help from a teacher, attend the Library/Media Center, or serve a detention. The late buses depart at approximately 4:00 p.m. (3:00 p.m. on Wednesdays). The athletic buses to support student athletes depart at approximately 6:00 p.m.
- Students who lose their ID may obtain bus information in the Main Office for their assigned bus only.

Transportation Policy: Students are permitted one drop off and pick up location. Students can only ride on their assigned busses. Busses cannot be used as a means of transportation to a friend's house, to work, etc. Violations may result in the loss of transportation privileges.

Co-Curricular Activities

Students involved in co-curricular activities represent Hall High School, and both they and the school may be judged by their behavior. All rules and regulations pertaining to the school day apply to co-curricular events, both on and off school grounds. For information on Clubs and Activities, please visit the school website for more information.

Spectator Conduct at Athletic Events

Students are expected to behave in a courteous and polite manner at all athletic contests. Respect for spectators, cheerleaders, and teams, as well as coaches, supervisors, and officials, is expected at all times. Conference and league organizations suggest the following rules for responsible behavior during athletic contests:

- No signs, banners, or placards allowed
- No noisemakers allowed at contests
- Obscene or derogatory cheers or gestures will not be tolerated
- “Booing” officials or teams is unacceptable

Students disregarding the rules will be removed from the premises and will be considered for suspension from school and from future athletic functions. Regardless of the time or place of school events, all school rules and consequences remain in effect.

Disciplinary Consequences Leading to Suspension or Expulsion

Pupils may be suspended or expelled for conduct on school grounds, or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Pupils may be suspended or expelled for conduct off school grounds if such conduct is seriously disruptive of the educational process and in violation of a publicized policy of the Board.

Mandatory Expulsion: The Superintendent shall recommend expulsion when they reasonably believe that a student:

1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 USC 921 as amended from time to time; or
2. off school grounds was in possession of such a firearm in violation of Conn. Gen. Stat. 92-35 or did possess and use such a firearm, deadly weapon, dangerous instrument or a martial arts weapon in the commission of a crime; or
3. on or off school grounds offered for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. 21a-240(9) whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Sections 21a-277 and 21a-278.

Should the Board conclude, after hearing the matter, that the student engaged in conduct as described in subparagraphs (1), (2), or (3) above, the Board shall expel the student for one calendar year. The Board may modify the period of expulsion on a case-by-case basis.

As used in these paragraphs, a “firearm as defined in 18 USC 921” means (1) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, (3) a muffler or silencer, or (4) any destructive device (any explosive, incendiary or poisonous gas, bomb, rocket, missile, mine, grenade or similar device, or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other

propellant having a barrel with a bore of more than 1/2" in diameter). A "deadly weapon" means any weapon whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. "Dangerous instrument" means any instrument, article or substance, which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury and includes a "vehicle". "Martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star.

Conduct which may lead to disciplinary action (including but not limited to suspension and/or expulsion) includes, **but is not limited to**, the following:

1. Conduct, physical or verbal, causing a threat of danger to the physical or mental well-being of the student or other people; or
2. Striking or physically assaulting another person; or
3. Causing or attempting to cause damage to public property; or stealing or attempting to steal public property; or
4. Causing or attempting to cause damage to private property; or
5. Taking or attempting to take, personal property or money from another person or from their presence by means of stealth, force or fear; or
6. Possessing, transmitting, or distributing any weapon, deadly weapon, dangerous instrument, martial arts weapon or firearm, whether or not capable of firing a shot, firearm facsimile, compressed air gun, knife, billy, blackjack, bludgeon, metal knuckles, explosives, chains, or any other dangerous objects; or
7. Possessing a firearm as defined in 18 USC 921, in violation of Conn. Gen. Stat. 29-35, or possessing and using a firearm as defined in 18 USC 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime; or
8. Possessing, using, transmitting, distributing, offering for sale or being under the influence of any non-prescribed controlled substance, unauthorized, illegal or dangerous drugs, narcotics, hallucinogenic drugs, amphetamines, barbiturates, marijuana, alcoholic beverages, or intoxicants of any kind in violation of the Board's Policy #5520; or
9. Knowingly or willfully being in the presence of those who are in possession of, using, transmitting, distributing, or under the influence of any non-prescribed controlled substance, illegal, unauthorized or dangerous drugs, narcotics, hallucinogenic drug, amphetamines, barbiturates, marijuana, alcoholic beverages, or intoxicants of any kind; or
10. Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or school premises or other building owned by any school district, and failure to leave such premises or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility; or
11. Using or copying the academic work of another and presenting it as their own without proper attribution or allowing such use and/or copying of the pupil's own work by another; or
12. Violation of any Federal or State law which would indicate that the violator presents a danger to any person in the school community or to school property; or
13. Open defiance of the authority of any teacher or person having authority over the pupil, including verbal abuse; or
14. Repeated unauthorized absence from school in violation of the Boards' truancy policy; or
15. Falsely activating fire alarm or other safety systems including 911; or
16. Falsely reporting the presence of a bomb or other explosive device at the school; or
17. Unauthorized possession and/or use of paging devices, beepers, cellular phone, walkie-talkie, or other similar electronic communication devices without the written permission of the principal or their designee; or
18. Violation of a publicized policy of the Board including that dealing with conduct on school buses; or

19. Sexually harassing another person through word or action, in violation of the Board's Sexual Harassment Policy #4011
20. Any behavior, verbal or physical, that harasses, threatens, intimidates, abuses or demeans certain individuals or groups on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, or handicap that creates a substantial or material disruption of the school's operation or is likely to incite a breach of peace
21. The wearing of any gang-related apparel or insignia

Contraband items may be seized by teachers or administrative staff, and shall be retained until all disciplinary procedures are completed.

WEST HARTFORD PUBLIC SCHOOLS

REGULATION 5520

TOBACCO, ALCOHOL, AND DRUGS

STUDENT DRUG REGULATIONS

Drug(s): Any alcohol, tobacco products, controlled drug, illegal substances, inhalants or any medication for which the student does not have a prescription from a health professional, or a substance or medication which is misused. For purposes of these regulations, drugs may include facsimiles.

IN CASE OF MEDICAL EMERGENCY DUE TO DRUG USE, THE STANDARD EMERGENCY PLAN WILL BE USED.

GOAL: TO ELIMINATE DRUG USE, POSSESSION, OFFER AND DISTRIBUTION BY STUDENTS.

Drugs and other addictive substances are dangerous and are prohibited by the West Hartford Public Schools. This prohibition extends to students on or off school property.

Although disciplinary consequences are a necessary part of this policy, other efforts – among them prevention, assessment, help, intervention and counseling, are the major focus of this regulation. Students and others who possess, use, and/or offer/distribute drugs or drug paraphernalia may be experiencing personal and/or other problems. In addition, in many cases, they may be breaking the law.

Because of the dangers of repeated possession, use, offer or distribution, violations are cumulative while a student is enrolled in a school level (elementary level, middle school level, high school level). Records of violations at any level will be forwarded to the Drug Alcohol Tobacco Team (DATT) at the next school level. Violations may impact the student's participation in student activities and athletics (see Student-Athlete Handbook).

These regulations will be implemented by administrators and staff in an attempt to assist the student in solving their problems and becoming more responsible in their decision-making and behavior.

SCHOOL EVENT SCREENINGS:

Students and parents/guardians should be aware that the administration can and will use passive alcohol screening devices at school events or as needed during the school day to ensure student safety as well as compliance with the Board of Education's drug and alcohol policy. Submission to a passive alcohol screening is a requirement for attendance at all Hall dances and proms (and other events as deemed appropriate by the Hall administration).

**ACTIONS TO BE TAKEN WHEN THERE IS SUSPICION OF ALCOHOL, DRUG OR DRUG PARAPHERNALIA, POSSESSION,
USE, OFFER OR DISTRIBUTION BY A STUDENT**

The administrator or designee will inform the student the school suspects they possess, are using, and/or offering/distributing.

In the case of a student who appears to be under the influence of drugs during the school day, the health services office will evaluate the student's condition and make recommendations for further medical involvement, if necessary.

The student will be asked to:

- a) Give the administrator any drug(s) or drug paraphernalia on their person.
- b) Give the administrator any drug(s) or drug paraphernalia that are stored in school or on school grounds, including vehicles.
- c) Identify who the student gave/offered or from whom the student received/has been offered any drug(s) and/or drug paraphernalia.
 - The administrator or designee will make a verbal report of the incident to the police when alcohol, controlled drugs, drug paraphernalia or suspicious materials are involved.
 - The administrator or designee will contact a parent or guardian to inform them of the suspicion and may ask for a meeting with them.
 - The administrator or designee will refer all concerns to the Drug Alcohol Tobacco Team (DATT). The DATT will provide the family with a list of potential help agencies, including a school-funded assessment by Wheeler Clinic.
 - The school board policy allows the administrator or designee to conduct a search of the student and his or her belongings. This can and may include desks, lockers and personal vehicle parked on school premises to be inspected if the administration has reason to believe that the materials injurious to the best interests of students and the school are contained therein.

ACTIONS TO BE TAKEN WHEN THE ADMINISTRATOR DETERMINES THAT DRUG OR DRUG PARAPHERNALIA, POSSESSION, USE, OFFER OR DISTRIBUTION BY A STUDENT HAS OCCURRED

1st Offense

In the case of a student possessing or using alcohol, drug(s) or drug paraphernalia, or misusing other substances during the school day, the health services office will evaluate the student's condition and make recommendations as to whether further medical intervention is required.

1. The student will be asked to:
 - a) Give the administrator any drug(s) or drug paraphernalia on their person.
 - b) Give the administrator any drug(s) or drug paraphernalia that are stored in school or on school grounds, including vehicles.
 - c) Identify who the student gave/offered or from whom the student received/has been offered any drug(s) and/or drug paraphernalia.
2. The administrator or designee will conduct a search of the student and his or her belongings. This can and may include a vehicle parked on school premises.
3. The administrator will make a verbal report of the incident to the police when alcohol, controlled drugs, drug paraphernalia or suspicious materials are involved. The administrator will turn over to the police any of these confiscated items.
4. The administrator will make a reasonable effort to contact a parent or guardian to discuss the problem. When alcohol, controlled drugs, or drug paraphernalia, or suspicious materials are involved, a parent or guardian may be asked to come to school within 24 hours to meet with an administrator.
5. For the possession or use of a drug or drug paraphernalia, the student will receive a minimum of a **three day suspension**. The administrator or administrator designee will follow up with the athletic director and student activities coordinator, if applicable, to determine loss of privileges and additional consequences as appropriate. The student along with a parent or guardian may be required to attend a re-entry meeting with an administrator upon return to school.
6. For participation in a purchase, transfer, or acceptance of a drug or drug paraphernalia, the student will receive a **10 day suspension** and a **recommendation** to the Superintendent for a **discretionary expulsion**. The student along with a parent or guardian may be required to attend a re-entry meeting with an administrator upon return to school.
7. For offer or distribution of a drug or drug paraphernalia, the student will receive a **10 day suspension** and a **recommendation** to the Superintendent for a **mandatory expulsion**. Student with parent/guardian may be required to attend a re-entry meeting with an administrator upon return to school.
8. The administrator will refer the student for an assessment by a qualified professional which may include the family primary care physician, Wheeler Clinic or other persons approved by the principal or designee. The family will pay to complete their own assessment, that is approved by the school, if the family refuses the school's recommended assessment.
9. The administrator will refer the case to the Drug Alcohol Tobacco Team (DATT). The administrator will notify the student's school counselor. The student will participate in certain required DATT activities.
10. Documentation of the completed assessment and required activities must be provided to DATT. Failure to successfully participate in the assessment and in the required activities will lead to further consequences, which may include an additional six days of suspension. The student along with a parent or guardian may be required to attend a re-entry meeting with an administrator upon return to school.

2nd Offense

In the case of a student possessing or using alcohol, drug(s) or drug paraphernalia, or misusing other substances during the school day, the health services office will evaluate the student's condition and make recommendations as to whether further medical intervention is required.

1. The student will be asked to:
 - a) Give the administrator any drug(s) or drug paraphernalia on their person.
 - b) Give the administrator any drug(s) or drug paraphernalia that are stored in school or on school grounds, including vehicles.
 - c) Identify who the student gave/offered or from whom the student received/has been offered any drug(s) and/or drug paraphernalia.
2. The administrator or designee will conduct a search of the student and his or her belongings. This can and may include a vehicle parked on school premises.
3. The administrator will make a verbal report of the incident to the police when alcohol, controlled drugs, drug paraphernalia or suspicious materials are involved. The administrator will turn over to the police any of these confiscated items.
4. The administrator will make a reasonable effort to contact a parent or guardian to discuss the problem. When alcohol, controlled drugs, or drug paraphernalia, or suspicious materials are involved, a parent or guardian may be asked to come to school within 24 hours to meet with an administrator.
5. For the possession or use of a drug or drug paraphernalia, the student will receive a minimum of a **five day suspension and 10 hours of community service**. The student must obtain approval from the administrator or administrator designee prior to beginning their community service. The administrator or administrator designee will follow up with the athletic director and student activities coordinator, if applicable, to determine loss of privileges and additional consequences as appropriate. The student along with a parent or guardian may be required to attend a re-entry meeting with an administrator upon return to school.
6. For participation in a purchase, transfer, or acceptance of a drug or drug paraphernalia, the student will receive a **10 day suspension** and a **recommendation** to the Superintendent for a **discretionary expulsion**. The student along with a parent or guardian may be required to attend a re-entry meeting with an administrator upon return to school.
7. For offer or distribution of a drug or drug paraphernalia, the student will receive a **10 day suspension** and a **recommendation** to the Superintendent for a **mandatory expulsion**. Student with parent/guardian may be required to attend a re-entry meeting with an administrator upon return to school.
8. The administrator will refer the student for an assessment by a qualified professional which may include the family primary care physician, Wheeler Clinic or other persons approved by the principal or designee. The family will pay to complete their own assessment, which is approved by the school, if the family refuses the schools recommended assessment.
9. The administrator will refer the case to the Drug Alcohol Tobacco Team (DATT). The administrator will notify the student's school counselor. The student will participate in certain required DATT activities.
10. Documentation of the completed assessment and required activities must be provided to DATT. Failure to successfully participate in the assessment and in the required activities will lead to further consequences, which may include an additional six days of suspension. The student along with a parent or guardian may be required to attend a re-entry meeting with an administrator upon return to school.

3rd Offense

In the case of a student possessing or using alcohol, drug (s) or drug paraphernalia, or misusing other substances during the school day, the health services office will evaluate the student's condition and make recommendations as to whether further medical intervention is required.

1. The student will be asked to:
 - a) Give the administrator any drug(s) or drug paraphernalia on their person.
 - b) Give the administrator any drug(s) or drug paraphernalia that are stored in school or on school grounds, including vehicles.
 - c) Identify who the student gave/offered or from whom the student received/has been offered any drug(s) and/or drug paraphernalia.
2. The administrator or designee will conduct a search of the student and his or her belongings. This can and may include a vehicle parked on school premises.
3. The administrator will make a verbal report of the incident to the police when alcohol, controlled drugs, drug paraphernalia or suspicious materials are involved. The administrator will turn over to the police any of these confiscated items.
4. The administrator will make a reasonable effort to contact a parent or guardian to discuss the problem. When alcohol, controlled drugs, or drug paraphernalia, or suspicious materials are involved, a parent/guardian may be asked to come to school within 24 hours to meet with an administrator.
5. For the possession or use of a drug or drug paraphernalia, the student will receive a minimum of a **seven day suspension and 10 hours of community service**. The student must obtain approval from the administrator or administrator designee prior to beginning their community service. The administrator or administrator designee will follow up with the athletic director and student activities coordinator, if applicable, to determine loss of privileges and additional consequences as appropriate. The student along with a parent or guardian may be required to attend a re-entry meeting with an administrator upon return to school.
6. For participation in a purchase, transfer, or acceptance of a drug or drug paraphernalia, the student will receive a **10 day suspension** and a **recommendation** to the Superintendent for a **discretionary expulsion**. The student along with a parent or guardian may be required to attend a re-entry meeting with an administrator upon return to school.

After the suspension and/or expulsion has been served, the parent or guardian may be required to accompany the student to all classes and other daily activities for three consecutive school days.
7. For offer or distribution of a drug or drug paraphernalia, the student will receive a **10 day suspension** and a **recommendation** to the Superintendent for a **mandatory expulsion**. The student along with a parent or guardian may be required to attend a re-entry meeting with an administrator upon return to school.
8. The administrator will refer the student for an assessment by a qualified professional which may include the family primary care physician, Wheeler Clinic or other persons approved by the principal or designee. The family will pay to complete their own assessment, that is approved by the school, if the family refuses the school's recommend assessment.
9. The administrator will refer the case to the Drug Alcohol Tobacco Team (DATT). The administrator will notify the student's school counselor. The student will participate in certain required DATT activities.
10. Documentation of the completed assessment and required activities must be provided to DATT. Failure to successfully participate in the assessment and in the required activities will lead to further consequences, which may include an additional six days of suspension. The student along with a parent or guardian may be required to attend a re-entry meeting with an administrator upon return to school.

11. The family may be required to attend three meetings of either Alcoholics Anonymous, Narcotics Anonymous, Cocaine Anonymous, Families Anonymous or attend an additional support program that is deemed appropriate by administration and the DATT.

Subsequent Offenses

1. The administrator will suspend the student for **10 days**.
2. The administrator will refer the student to the Superintendent with a **recommendation** for **mandatory expulsion**.

ACTIONS TO BE TAKEN WHEN A STUDENT VOLUNTARILY DISCLOSES THEIR DRUG PROBLEM IN A SELF-REFERRAL TO A PROFESSIONAL EMPLOYEE

When a student, privately and in confidence, discloses to a professional employee during a self-referral their use, possession, offer or distribution of a drug, the employee shall not be required to disclose the information unless the student agrees to disclosure and signs a release. Any physical evidence from the student, however, shall be turned over to school administrators or law enforcement officials within two school days.

If the self-referring student allows for disclosure of information about their use, possession, offer or distribution of a drug or, if in the discretion of the professional employee such disclosure is necessary, the professional employee may report the student's name and problem to the school's DATT (Drug Alcohol Tobacco Team) and the student's administrator. (CGS Sec. 10-154a(b)).

DRUG AND ALCOHOL REGULATIONS FOR STUDENTS PARTICIPATING IN ATHLETICS, EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

Students who violate Board Policy #5520 ([Drug and Alcohol Policy](#)) are excluded from participation in extra-curricular, co-curricular and athletic activities for the duration of their suspension or expulsion. This regulation, however, is applicable whether the prohibited activity occurs on or off campus. **In the case of a student being ineligible to participate in a co-curricular activity due to violation of these regulations, the student's grade will not be affected due to missing a performance.**

If a student is involved in or has admitted to a drug and/or alcohol violation(s) during the academic year, exclusion from participation will begin immediately if the student is participating in an extra-curricular, co-curricular and/or athletic activity that meets at least two times a week when the violation occurs. In the case of athletics, if the violation occurs during the academic year when the student is not involved in an extra-curricular, co-curricular and/or athletic activity, the period of exclusion from participation will begin upon the commencement of the student's next athletic season. (Please note that students who participate in a fall activity in which the first practice/meeting is held prior to the start of the academic year are subject to these regulations as of the first practice/meeting.) In addition to regular school discipline, the following consequences of violating these regulations will be enforced. Violation will be cumulative while a student is enrolled at a school level (i.e., high school):

First Offense

- A. The student shall be suspended from the activity or team for a period of four consecutive calendar weeks. When applicable, days will carry over into the next activity or season.
1. The student will be referred to the Drug Alcohol Tobacco Team (DATT), and in a timely manner, the student and parent or guardian will meet with an approved drug and alcohol counselor for an assessment. If a student refuses to participate in the assessment or the recommended plan of assistance, the student will not be eligible to participate in the activity until both are completed. The family will pay to complete their own assessment, that is approved by the school, if the family refuses the school's recommend assessment.
 2. A student whose intention is to return to the team and/or co-curricular and extra-curricular activity at the end of the suspension must attend all practices. The student must also attend all contests and/or performances but may not participate.
 3. The student is restricted or removed from all school leadership positions for one calendar year to run consecutively upon the completion of the activity or team suspension.

Subsequent Offenses

Should a subsequent violation occur, the following will apply:

- A. The student shall be suspended from the activity or team for a period of sixteen consecutive calendar weeks. When applicable, days will carry over into the next activity/season.
1. The student will be referred to the Drug Alcohol Tobacco Team (DATT), and in a timely manner, the student and parent or guardian will meet with an approved drug and alcohol counselor for an assessment. If the student refuses to participate in the assessment or the recommended plan of assistance, the student will not be eligible to participate in the activity until both are completed. The family will pay to complete their own assessment, that is approved by the school, if the family refuses the school's recommend assessment.
 2. A student whose intention is to return to the team and/or co-curricular and extra-curricular activity at the end of the suspension must attend all practices. The student must also attend all contests and/or performances but may not participate.
 3. The student is restricted or removed from all school leadership positions for one calendar year to run consecutively upon completion of the activity or team suspension.
 4. The student must complete 10 hours of community service by the completion of the DATT process. The student must obtain approval from the administrator or administrator designee prior to beginning their community service.

Self-Referral

When a drug dependency problem is identified by the student or by a parent's referral and the dependency involves the use of substances that are in violation of the Board of Education's Drug & Alcohol Policy, the student will not immediately be suspended from the team and/or activity. Self-referral may not be used to turn in oneself after violating the Drug & Alcohol Policy in an attempt to avoid penalty. The steps to be taken are:

1. The student will be referred to the Drug Alcohol Tobacco Team (DATT), and in a timely manner, the student and parent or guardian will meet with an approved drug and alcohol counselor for an assessment. The student and coach/teacher/advisor will collaborate with the Drug Alcohol Tobacco Team (DATT) to develop a program of assistance utilizing the school's resources and outside agencies. The DATT will then monitor and report progress.
2. If the student fails to complete the program of assistance and/or violates the Drug and Alcohol Policy, the consequences for a first offense will be applied.
3. Self-referral will be held in confidence if desired by the student.

Referral Procedures

When a substance problem has been identified by a team member, fellow student participant, teacher, coach, administrator or other concerned individual the following procedures will be followed:

1. The student will be referred to the appropriate coach, activity advisor, teacher or administrator, where he or she will be informed of the charges.
2. An administrator meeting will be held within five days of the student's referral, where the student will be given the opportunity to present his or her side.
3. The administrator will investigate appropriately, and render a decision within five school days.
4. The student has the right to appeal the consequences of the violation of these regulations.

Appeals Process

1. The appeal of the designee's decision should be made in writing to the school principal within three school days of the designee's decision.
2. The student may appeal to the superintendent or designee within three school days providing there is new evidence to be submitted.
3. The superintendent will render a final decision within five school days.
4. During the appeals process, the original decision and/or consequences that are in place will continue, until the principal renders a final decision within five school days of the appeal.

TOBACCO REGULATIONS

In accordance with WHPS Board of Education policy, there will be no smoking, possession, or use of any tobacco related products at any school, school sponsored event, or on any school grounds in the town of West Hartford at any time.

NOTE: This rule also applies to school sponsored events off campus, sporting events, proms, etc.

All student infractions of the tobacco regulations are referred for review to the Drug Alcohol Tobacco Team (DATT). For violations of the tobacco regulations, the administrator will make a reasonable effort on all offenses to contact a parent or guardian to discuss the problem along with imposing the following sanctions:

Possession of tobacco will result in an extended 4 hour Wednesday Detention. A referral to DATT will be offered. Any subsequent offenses of possession of tobacco paraphernalia will be subject to additional consequences and require a referral to DATT.

1st Offense of Tobacco Usage:

1. The student will receive a minimum of an **1 day suspension**, which may be a combination of in/out of school suspension and/or Extended Wednesday Detention*.
2. The student along with a parent or guardian may be required to attend a re-entry meeting with an administrator upon return to school.
3. The DATT will require that the student participate in tobacco education related activities.
4. Failure or refusal to complete the DATT required activities will result in additional consequences.

2nd Offense of Tobacco Usage:

1. The student will receive a minimum of a **3 day suspension**, which may be a combination of in/out of school suspension and/or Extended Wednesday Detention*.
2. Student with parent/guardian may be required to attend a re-entry meeting with an administrator upon return to school.
3. The DATT will require that the student participate in tobacco education related activities.
4. Failure or refusal to complete the DATT required activities will result in additional consequences.

3rd Offense of Tobacco Usage:

1. The student will receive a minimum of a **5 day suspension** which may be a combination of in/out of school suspension and/or Extended Wednesday Detention*.
2. The student along with a parent or guardian may be required to attend a re-entry meeting with an administrator upon return to school.
3. The DATT will require that the student participate in tobacco education related activities.
4. Failure or refusal to complete the DATT required activities will result in additional consequences.
5. The student may be referred to the Superintendent for a discretionary expulsion.

Subsequent Offenses

1. The student will receive a minimum of a **10-day suspension**, which may be a combination of in/out of school suspension and/or Extended Wednesday Detention*.
2. The student may be referred to the Superintendent for a discretionary expulsion.

*Extended Wednesday Detention is not an option at middle school level.

TERMS:

- a. **Assessment:** An evaluation conducted by a professional to determine the student's overall health and condition in relation to substance use.
- b. **Tobacco:** Any product made or derived from tobacco or nicotine that is intended for human consumption, including any component, part, or accessory of a tobacco product. This includes, among other products, cigarettes, cigarette tobacco, roll-your-own tobacco, e-cigarettes, smokeless tobacco or tobacco/nicotine inhalants or vaporizers (vapes).
- c. **Drug(s):** Any alcohol, controlled drug, illegal substances, inhalants or any medication for which the student does not have a prescription from a healthcare professional, or a substance or medication which is misused. For purposes of these regulations, drugs may include facsimiles.

- d. Controlled Drug(s):** Are those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the commissioner of consumer protection pursuant to Section 21a-243 of the Connecticut General Statutes as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse and/or psychological or physiological dependence. Such controlled drugs are classified as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs.
- e. Drug Paraphernalia:** Refers to equipment, products and materials of any kind which are used, intended for use, designed for use or which could be reasonably perceived as designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing or, injecting, ingesting, inhaling, or introducing into the human body controlled substances (e.g. bongs, pipes, roach clips, miniature cocaine spoons, crack vials, tobacco rolling papers) or any object or container used, intended for use, or designed for use in storing, concealing, or distributing controlled substances.
- f. Drug Facsimile:** Any substance and/or object which could be reasonably perceived as an illicit drug as defined in **c or d**.
- g. Drug Alcohol Tobacco Team (DATT):** A committee of the Student Success Planning Team, composed of a specially trained school staff members, including administrators, school health professionals, school counselors, and psychologists and/or social workers.
- h. Possession:** Any possession which is unlawful under Connecticut State Law or West Hartford Board of Education policy.
- i. Distribution:** Actual transfer or actions leading to the transfer from one person to another.
- j. Confiscation:** When there are reasonable grounds to believe that a student is in possession of drugs, or drug paraphernalia, there is an obligation on the part of school personnel to search for and seize such drugs. Such search and seizure may involve school lockers, cars on school property, clothing, purses, book bags, books and other personal property. Reasonable efforts will be made to secure the student's voluntary agreement to the search and to have the student present at the time of the search. All confiscated drugs or drug paraphernalia will be turned over to the police.
- k. Use:** Ingesting, injecting, inhaling or otherwise causing a drug to reach the bloodstream or digestive tract.
- l. Offer:** Make available, present for acceptance or rejection.
- m. First Offense:** The first violation of this procedure to occur during the following time period: Grades K-5, 6-8, 9-12. For example, if a student violates this procedure once in grade 5, and again in grade 7, and again in grade 9, the grade 7 and 9 violations, because they occurred at a different school level, are also considered a first offense. Further violations during each school level are counted as second or third offenses. Because of the dangers and medical consequences of repeated use, violations are regarded as cumulative while the student is enrolled in each school level.

EXAMPLES OF REQUIRED DATT EDUCATIONAL COMPONENTS:

PLEASE NOTE THAT ALL OF THE DATT ACTIVITIES ALSO REQUIRE A WRITTEN REFLECTION.

1. Read a credible article or watch a film designated by school personnel regarding substance abuse.
 - A. Recommendation of watching Chris Herren's "The First Day"
2. Draw a picture in relation to the incident paired with a written reflection.
3. Meet with a community relations officer from the West Hartford Police Department who is assigned to the school to discuss the legal ramifications of substance abuse and possession of drugs and other substances.
4. Attend with parent/guardian or another adult, if appropriate, one of the substance - related group sessions/meetings listed below:
 - A. Alcoholics Anonymous 866-783-7712
 - B. Al-A-Teen 800-344-2666
 - C. Narcotics Anonymous 800-627-3543
 - D. Families Anonymous 800-736-9805
 - E. Cocaine Anonymous [Online Meeting Information](#)
 - F. Co-Dependents Anonymous (CT) [Online Meeting Information](#)
5. Consult the Info line directory of Community Services available in the West Hartford Public Libraries, or contact the school librarian.
6. Write a 3-5 page research paper and submit to the Drug Alcohol Tobacco Team. Materials are available at the town libraries, online services, school libraries and the Connecticut Clearinghouse. Suggested topics are:
 - A. Addiction as a Disease
 - B. Adult Children of Alcoholics
 - C. Health Effects of Drug/Alcohol Abuse
 - D. Addiction: Hereditary or Environmental?
 - E. Substance Abuse as a Family Problem
 - F. Other approved topics
7. Interview a recovering alcoholic/drug addict and make a written report. Someone on the DATT team will help make this connection.
8. Attend Hartford Hospital Smoking Cessation Program
9. Attend SMART (4 sessions or a collaboratively determined amount) after school on Tuesdays in The Career Center. This is facilitated by two clinicians from The Bridge who are trained in substance-education.
10. Participate in other activities as may be identified by the DATT (counseling sessions, meetings with coaches or advisors, etc.)

West Hartford Public Schools

Revised: July, 2022