

Great Path Academy Middle College High School at Manchester Community College



Student/Parent Handbook 2014-2015

**Great Path Academy
Middle College High School
at
Manchester Community College**

Great Path Academy
60 Bidwell Street
P.O. Box 1046, MS #20
Manchester, CT 06045-1046
(860) 512-3700
Fax (860) 512-3701
www.greatpathacademy.org

Principal: Mrs. Tory Niles-Outler
Assistant Principal: Mr. Edward Jacobson

Hartford Public Schools
960 Main Street
Hartford, CT 06106
(860)695-8000

Superintendent: Dr. Beth Schiavino-Narvaez

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, creed, color, national origin, ancestry, sex, sexual orientation, gender identity or expression, marital status, age, or disability, subject to the conditions and limitations established by law.

Any concerns should be addressed to the school with Sue Canty, Title IX coordinator (860) 512-3723.

Great Path Academy at Manchester Community College

PRINCIPAL'S MESSAGE

Dear Great Path Academy Students and Parents:

Each morning, our students will be greeted at the main entrance with personal handshakes and smiles from staff members. Students will be reminded daily that they are a part of a unique school, the Great Path Academy @ Manchester Community College. GPA is a terrific place to grow, develop skills, be challenged, and prepare for the future. The education that your child receives in our school will prepare him/her well for post-secondary studies and the world of work in the 21st century. GPA is a middle college high school focused on college preparation, career choices, and the development of the total human being and citizen.

This handbook is the primary source of information about our school. It contains information about school policies, guidelines, student behavior, goals, and so much more. You should be fully aware of all the information contained in this handbook. We strongly suggest that students and parents read the entire booklet together. Parents and students are also encouraged to refer to the handbook when questions about procedures arise. Students are expected to meet and exceed a number of expectations, which include class participation, academic responsibility, leadership and productive involvement in the GPA community. Each student will receive a free student agenda, student I.D. card and lanyard at the beginning of the school year. Students will be required to bring their student agenda to school on a daily basis to record all class assignments, homework and assessment dates.

There will be a strong emphasis placed on reading, mathematics, and science instruction which aligns with our theme of liberal arts and sciences. Our eighty five minute block schedule allows us to focus on thematic instruction and differentiation of instruction to ensure that all students' needs are met. Students will also have the opportunity to thoroughly explore career interests in culinary, communications, graphic design, etc.

We expect our students to take full advantage of the many opportunities available at GPA, including challenging themselves in our rigorous college courses. In order to make high school years truly memorable and positive, students will be strongly encouraged to become an active part of our school family. We are excited for the challenges and successes ahead of us!

Welcome to the 2014-2015 school year at GPA!

Sincerely,

Tory Niles-Outler
Principal

School Profile

Great Path Academy at Manchester Community College opened its doors to its inaugural class in August of 2002. As a brand new institution, Great Path Academy has assembled the school profile to help colleges have a better understanding of our unique learning community and its members. Our innovative school model is one that should be considered when assessing Great Path Academy students' applications for college enrollment. Students at Great Path Academy are fully immersed into the college community and are encouraged to accelerate their post-secondary studies by supplementing their high school program with college coursework.

Please review the following components to our program.

School Model

Great Path Academy is an inter-district, magnet high school located on the campus of Manchester Community College. As a magnet school our primary goals are to promote an academically rigorous program and to reduce racial and economic isolation by recruiting a diverse learning community, which draws students from various towns. In addition to celebrating diversity, our magnet school's curriculum is based on the school model known as "middle college high schools." Middle college high schools are part of a nationally growing trend to establish high schools on college campuses. The purpose of a middle college high school is to bridge the gap between secondary and postsecondary education by immersing high school students into the college community, as well as to provide access to college coursework. Great Path Academy has already been recognized for its excellence through two substantial grants totaling just under one million dollars. These sizable grant awards serve as powerful symbols of the quality programming that has been established for our students.

Great Path Academy's Mission Statement

The mission of Great Path Academy at Manchester Community College is to provide students with personalized and innovative learning in a middle college high school environment on the campus of Manchester Community College that supports students from diverse backgrounds in developing the goals, values, self-discipline, work habits, academic and life skills needed to achieve success.

Manchester Community College's Mission Statement

Manchester Community College is a learner-centered institution committed to access, excellence and relevance.

MCC enriches the academic, economic and cultural life of the community it serves by providing comprehensive, innovative and affordable life-long learning opportunities to diverse populations.

To achieve this distinctive mission, Manchester Community College

- ensures access to any who desire a college experience;
- maintains instruction of the highest quality;
- welcomes people of every ethnicity, national origin, religion, political belief, sexual orientation, age, or disability;
- encourages mutual respect and understanding for people in all their diversity;
- offers support and guidance to those who lack the essential skills and resources that promote learning;
- offers programs and services designed to overcome academic, financial and social barriers;
- provides a foundation in general education through a full range of liberal arts and science offerings, as well as an array of courses for those who wish to develop or upgrade career skills;
- provides a wide range of extracurricular activities for students and the community, including conferences and seminars on academic, political, religious and social issues;
- provides a venue for athletic, artistic, recreational and social events;
- offers on- and off-campus programs tailored to the needs of the business community and other educational institutions.

Approved July 2000

Faculty and Staff
2014-2015

ADMINISTRATION

Niles-Outler, Tory
Jacobson, Edward

Principal
Assistant Principal

OPERATIONS

Medrano, Magdalena
Spencer, Rebecca
Aglieco, Jessica
Pagel, Eric

Executive Assistant
Projects & Program Support Facilitator
Projects & Program Support Facilitator
School Resource Officer

FACULTY

Houchens, Jesse
Hoffman, Scott
TBD
Johnson, Katherine
Robinson, DaSheena
Simpson, Kevin
Zotos, Paul
Chaki, Nabaneeta
Kliman, Ellen
Thurrott, Whitney
Buder, Charles
Gillies, Heather
Paluso-Davanzo, Doris
Basile, John
Traynor, Mary Beth
de Oliveira, Seymour
TBD
Wolf, Steven
Murdock-Sherman, Jennifer
Ruoff, Kimberly
Diez, Angelis

Mathematics
Mathematics
Mathematics
English
English
English
English
Science
Science
Science
Social Studies
Social Studies
Social Studies
Physical Education
Health
Technology
Art
Music
Culinary
Spanish
Spanish

SUPPORT SERVICES

Pappalardo, Sebastian
Canty, Susan
Cabrera-Zayas, Raquel
Corcoran, Kara
Vousden, Susan
DiFedele-Dutton, Anastasia
Lopez, Aida

Special Education Resource
Social Worker
School Counselor
School Counselor
Nurse
Magnet Theme Coach
Behavior Technician



GREAT PATH ACADEMY 2014-2015 School Calendar

Principal: Tory Niles-Outler
60 Bidwell Street, MS #20
860-512-3700 (Fax) 860-512-3701
Manchester, CT 06045-1046



| July 2014 | | | | | | |
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| August 2014 | | | | | | |
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| September 2014 | | | | | | |
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| October 2014 | | | | | | |
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| December 2014 | | | | | | |
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AUGUST
Aug 26 First Day of School for Students
Aug 27 MCC Fall Semester Begins

SEPTEMBER
Sep 1 Labor Day-School Closed
Sep 10 Early Release/Professional Development
Sep 24 Open House 5-8 PM

OCTOBER
Oct 8 Early Release/Professional Development
Oct 31 Marking Period 1 Ends

NOVEMBER
Nov 4 Professional Development-School Closed
Nov 12 Parent Teacher Conferences 5-7 PM
Nov 26 Early Release
Nov 27-28 Thanksgiving Vacation-School Closed

DECEMBER
Dec 9 Last Day of MCC Classes
Dec 10 Early Release/Professional Development
Dec 10-16 MCC Exams
Dec 24-31 Winter Recess-School Closed

JANUARY
Jan 1-5 Winter Recess-School Closed
Jan 6 Three Kings Day-School Closed
Jan 14 Early Release/Professional Development
Jan 19 Martin Luther King, Jr. Day-School Closed
Jan 21 Marking Period 2 Ends
Jan 22 MCC Spring Classes Begin

FEBRUARY
Feb 16 Presidents' Day-School Closed
Feb 17 Professional Development-School Closed

MARCH
Mar 11 Early Release/Professional Development
Mar 16-20 GPA/MCC Spring Break-School Closed
Mar 23 GPA/MCC Classes Resume

APRIL
Apr 2 Marking Period 3 Ends
Apr 3 Good Friday-School Closed
Apr 15 Parent Teacher Conferences 5-7 PM

MAY
May 11 Last day of MCC Classes
May 13 Early Release/Professional Development
May 12-18 MCC Exams
May 25 Memorial Day-School Closed

JUNE**
June 9 Tentative Last day of School

| January 2015 | | | | | | |
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| February 2015 | | | | | | |
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| March 2015 | | | | | | |
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| April 2015 | | | | | | |
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| May 2015 | | | | | | |
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| June 2015 | | | | | | |
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|--|---------------|--|----------------------------|--|----------------------------|
| | School Closed | | Parent Teacher Conferences | | First & Last Day of School |
| | Early Release | | End of Marking Period | | |

** All June dates are tentative, based upon the number of snow days to be made up.

GPA School Hours

| | |
|---------------------|--------------------|
| Regular School Day | 8:00 AM – 2:20 PM |
| Early Dismissal Day | 8:00 AM – 12:00 PM |

Entrance Procedures

Students are not to arrive before 7:45 AM. Students must report directly to their first block class upon entrance into school. They are not to loiter outside the building. Entrance locations will only include the main entrance located at the front of the Great Path Academy school building. All students are to be in their first block class by 8:00 AM.

Exit Procedures

Students are not to leave before 2:20 PM unless otherwise specified by administration or school nurse. Students may only exit the building through the main entrance located at the front of the Great Path Academy school building.

*** Students staying after school must be with a staff member and have arrangements with the staff member and the parent as to departure time. MCC is an open campus and we want to ensure that we have staff available to work with the students and ensure the student's safety. ***

Emergency School Closings/Delays - School Closings and Delays

Great Path Academy is located in Manchester; the school will follow the lead of the Manchester Public Schools in relation to closings, delays and early dismissals. If Manchester decides to close schools, GPA will be closed. If Manchester decides to delay school, GPA will employ the same delay. We will also follow the delays and closings of MCC for inclement weather. Great Path Academy is listed as a separate institution on television and radio to announce any closing, delay or dismissal.

Bell Schedule

| | |
|---------------------|-----------------------|
| 8:00AM – 9:27AM | Block I |
| 9:30 AM – 10:57 AM | Block II |
| 11:00 PM – 12:55 PM | Block III |
| | <u>Lunch Schedule</u> |
| | 11:00AM – 11:30AM |
| | 11:40AM - 12:10PM |
| | 12:25PM- 12:55PM |
| 1:00 PM – 2:20 PM | Block IV |

Attendance

Main Office

Telephone: 860-512-3700

Fax: 860-512-3701

Reporting an Absence

Telephone: 860-512-3700 (*please follow up with a written note*)

If a student is absent three or more days due to an illness, a parent or guardian must speak with the school nurse or school administrator and provide a doctor's note before sending their child back to school.

Attendance Policy

As a middle college high school, Great Path Academy is committed to preparing students for the demands of a college education. Students are immersed into the campus community and are expected to possess the requisite maturity needed to

navigate a college campus. Thus, GPA students are expected to meet the responsibilities associated with being a successful independent learner. Courses offered at Great Path Academy require extensive classroom participation because interaction with faculty and peers is paramount to a student's academic achievement. Consistent attendance is essential to a student's success in the program. Consequently, GPA announces the following attendance policy:

Students who exceed the maximum number of allowable absences from any one course may be denied credit in that course. Loss of credit is as follows:

- Semester course that meets 2 days per week and every other Friday: loss of credit on the seventh unexcused absence
- Full year course that meets 2 days per week and every other Friday: loss of credit on the fourteenth unexcused absence

Student Responsibilities

As a middle college high school, Great Path Academy is committed to preparing students for the demands of a college education. Thus, GPA students are expected to meet the responsibilities associated with being a successful independent learner. Courses offered at Great Path Academy require extensive classroom participation and consistent attendance is essential to a student's success in the program. The faculty and administration at GPA expect that parents will support us in our common goal to ensure the academic success of each student in the program. Additionally, GPA views its students as young adults and as such the school believes that it is ultimately the student's responsibility to attend classes consistently and participate constructively. Students are responsible for learning and following Manchester Community College Student Disciplinary Rights and Privileges. They are also responsible for following MCC procedures regarding student responsibilities.

- A link to the MCC (Academic Support Center) - <http://www.mcc.commnet.edu/academic/asc/>
- A link to the MCC (Student Handbook) - <http://www.mcc.commnet.edu/students/resources/handbook.php>

Parent/Guardian Responsibilities

If a student is absent to school it is the parent or guardian's responsibility to inform the office of the reason for the absence and the date(s) which the student will not be in school. **Proper documentation (ex. doctor's note, court notice, etc.) must be provided in a timely manner in order to have an absence excused.** All notes should be sent to the Main Office within ten days of the absence. In addition to written documentation, it is the parent or guardian's responsibility to call the Main Office at 860-512-3700 before 8:00 a.m. each day that the student is absent. If a student is absent three or more days due to an illness, a parent or guardian must speak with the school nurse or school administrator and provide proper medical documentation before sending their child back to school. Problems that are of a serious nature will be communicated to the staff in a confidential manner. Any absence that has not been communicated to the Main Office in a timely manner will be considered an unexcused absence.

If your family plans a vacation during school session written notice must be provided to the office and to the teachers prior to the absence.

Administrative Regulations Regarding Attendance

Definitions

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

Excused Absences

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

- A. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation
- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 1. student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);

2. student's observance of a religious holiday;
3. death in the student's family or other emergency beyond the control of the student's family;
4. mandated court appearances (additional documentation required);
5. the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
6. extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

Unexcused Absences

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

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

Disciplinary Absences

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

*The Connecticut State Board of Education policy states that "*A student is considered to be 'in attendance' if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.*" A student not meeting the definition of 'in attendance' is considered absent.

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

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

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

Administrative Procedures:

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

notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child. The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

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

Revised: June 18, 2013

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

GPA Faculty Responsibilities

- GPA teachers will keep up-to-date and accurate attendance records for all students in all classes through Powerschool.
- GPA teachers are required to take attendance during the first five minutes of class through Powerschool.
- GPA teachers will document the time and reason of arrival for all students tardy to class in notes.
- **Upon the third and sixth absence in a semester course, the staff will send home a letter for parent/guardian signature. This letter will document the parent/guardian's acknowledgement of our attendance policy and the potential loss of credit that would occur with one additional absence in the semester. Credit is lost upon the seventh absence.**
- **Upon the seventh and thirteenth absence in a full year course, the staff will send home a letter for parent/guardian signature. This letter will document the parent/guardian's acknowledgement of our attendance policy and the potential loss of credit that would occur with one additional absence in the semester. Credit is lost upon the fourteenth absence.**
- GPA teachers will be available for parent/student meetings to ensure the student's successful participation in all courses.
- GPA teachers will be present in the hallways during all passing times including arrival and dismissal.

Attendance – Student Dismissal During Day

Parents or guardians must contact the Main Office and speak with a GPA staff member prior to giving student permission for an early dismissal. For planned early dismissals, students should bring in proper documentation the morning of the absence or before. Notes must include the date, time and reason for the early dismissal. The Main Office will verify the dismissal by phone and then issue a pass to the student for the dismissal time from the classroom. For unplanned dismissals,

documentation must be turned in upon the student's return to school. Parents, upon arrival at school, will sign out the student in the Main Office. Early dismissal will not be granted to any student without parent or guardian authorization.

**** With all health issues, the Nurse will determine if a student will be picked up by a parent/guardian. Students may not dismiss themselves.**

Loss of Credit Appeal Process:

At the conclusion of each semester course, students who have exceeded six unexcused absences from any one course will be notified that he/she has been denied credit in that course. At the conclusion of each full year course, students who have exceeded thirteen unexcused absences from any one course will be notified that he/she has been denied credit in that course. Students may choose to appeal their loss of credit on a date provided by the Guidance Office. Appeals are held during the exam week at the conclusion of each semester.

Right of Appeal

The Attendance Policy is not designed to deny credit to students who, through no fault of their own, were unable to attend school or a class due to a legitimate illness or other condition beyond the students/parents control. In January and June students who have lost credit will have an opportunity to appeal to have credit reinstated.

When absences continue after loss of credit, reinstatement of credit is not likely. When a student deliberately chooses to be absent from school or a class, he/she is intentionally violating the intent of the Attendance Policy. After a student has lost credit, he/she will be expected to attend class regularly and remain academically active.

A student's decision to appeal must take into consideration the student's total attendance record. For students who lost credit due to unexcused absences, any unexcused absences after the date of the loss will weaken the student's chances to have credit reinstated. For students who lose credit due to excessive excused absences, absences without documentation will weaken the student's chances to have credit reinstated. Absences from school, which remain unexcused, reduce the likelihood of reinstatement of credit. Students wishing to appeal must follow the directions given to them by their guidance counselor and those contained in the loss-of-credit letter. If students do not have valid reasons for appealing loss of credit, students should contact their counselor to identify what options are available for making up the credit.

Graduation Requirements

Purpose

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

Research-based High School Models

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

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

Rigor

College-Ready Preparation

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

Course Levels

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

College Credits

All high schools will offer opportunities for students to earn college credits through Advanced Placement courses, Dual Enrollment (high school and college credit) courses, and/or through articulation agreements that allow students to take

courses at a college campus. Schools in the goal range of the district matrix have the autonomy to design their programs, as they see fit, to meet this level of rigor.

Relationships

Small Learning Community

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

Relevance

Unique Learning Opportunities

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

The Capstone Experience (1 credit, required)

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

Graduation Requirements at Great Path Academy

The graduation requirements for the Great Path Academy reflect the school's magnet theme as a middle college high school. The organization of the school, the curriculum, and resulting graduation requirements are based on The New England Association of Schools and Colleges standards on teaching and learning as well as the Connecticut State Department of Education's Secondary School Redesign Initiative. These requirements are expected of students beginning with the graduating Class of 2014.

| | CT General Statutes CGS 10-22(a) (Credit/Credit Equivalents) | GPA Graduation Requirements (Credit/Credit Equivalent) |
|--|---|--|
| English | 4 | 4 |
| Mathematics (including Algebra I, Geometry, Algebra II) | 3 | 4 |
| Social Studies (including US History, Civics, World History) | 3 | 3 |
| Science (including Biology, Chemistry Lab) | 2 | 3 |
| Physical Education and Health | 1 | 2(1.5 P.E., 0.5 Health) |
| Visual and Performing Arts | 1 | 2 |
| School Thematic Courses | - | 4 |
| World Language | - | 2 |
| Capstone Experience | - | 1 |
| Total | 22 | 25 |

Graduation Requirements by Cluster

| | |
|---|-------------------------|
| ▪ <u>Cluster 1: Science, Technology, Engineering and Mathematics (STEM) Total Credit Requirement: 8</u> | |
| ○ <u>Mathematics:</u> | <u>Required Credits</u> |
| Algebra I | 1 |
| Geometry | 1 |
| Algebra II or Statistics & Probability | 1 |
| Pre-Calculus, or college preparatory course | 1 |
| ○ <u>Science: Three Lab Science Courses</u> | |
| Biology/Life Science | 1 |
| Chemistry/Physical Science | 1 |
| Anatomy & Physiology | 1 |
| ○ <u>Required STEM Electives—Possible Options:</u> | 1 |
| Science, Mathematics, Math/Science Tutorial, Technology, or other STEM courses | |
| ▪ <u>Cluster 2: Humanities Total Credit Requirement: 9</u> | |
| ○ <u>English:</u> | <u>Required Credits</u> |
| English 1 (Genre Survey) | 1 |
| English 2 (Genre Survey) | 1 |
| American Literature | 1 |
| Senior Elective | 1 |
| ○ <u>Social Sciences and Fine Arts</u> | |
| International/World Studies | 1 |
| American History | 1 |
| Civics | 0.5 |
| Geography | 0.5 |
| Fine Arts: Art, Music, or Theater | 1 |
| ○ <u>Required Humanities Electives—Possible Options:</u> | 1 |
| English, English Language Arts Tutorial, World Languages, Social Science, Fine Arts or other Humanities courses | |
| ▪ <u>Cluster 3: Career and Life Skills Total Credit Requirement: 4</u> | |
| ○ <u>Career and Life Skills</u> | <u>Required Credits</u> |
| Comprehensive Health Education | 0.5 |
| Physical Education | 1.5 |
| ○ <u>Required Career and Life Skills Electives—Possible Options:</u> | 2 |
| Career and Technical Education, World Languages, English as a Second Language, Community Service, Middle College Experience, or other Career and Life Skills courses such as Culinary Arts, Public Speaking, and 21 st Century Health. | |
| | <u>Required Credits</u> |
| ▪ <u>Open Electives:</u> | 3 |
| ▪ <u>Capstone Experience:</u> | 1 |
| | <u>Total Credits:</u> |
| | 25 |

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

Curricular Support

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

Time Support

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

Core Curriculum Completion and Credit

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

Theme-based Curriculum Completion and Credit

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

Credits

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

Grade Promotion Requirements

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

Parent and Student Notification

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

Course of Study

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

Special Education

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

English Language Learners (ELL)

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

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

Timeline

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

Graduation Requirements Class of 2019 and Beyond

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

Purpose

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

Course Levels

All high school graduation requirement courses are designated as college preparatory, honors, or

*AP/ECE/DE.

*Advanced Placement/Early College Experience/Dual Enrollment

College Credits

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

Capstone Experience (1 credit, required)

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

Minimum Diploma Requirements

| Required Courses* | | |
|---|-----------|--|
| Humanities (11.0 Credits) | | |
| Area | Credits | Requirements |
| English | 4 Credits | 2.0 English I & II; 2.0 Literature & Composition I & II |
| Social Studies | 3 Credits | 1.0 American History; 0.5 Civics and American Government; 1.0 World History or International Studies; 0.5 Social Studies Elective |
| World Language | 2 Credits | 2.0 World Language |
| Fine Arts | 1 Credit | 1.0 Fine Arts Elective |
| Humanities | 1 Credit | 1.0 Humanities Elective |
| STEM Courses (8 Credits) | | |
| Area | Credits | Requirements |
| Math | 4 Credits | 1.0 Algebra I; 1.0 Geometry; 1.0 Algebra II or Probability & Statistics; and 1.0 Math Elective |
| Science | 3 Credits | 1.0 Biology with Lab; 1.0 Chemistry with Lab; 1.0 Science Elective |
| STEM | 1 Credit | 1.0 STEM Elective |
| Career and Life Skills (3.5 Credits) | | |
| Area | Credits | Requirements |
| Physical Education | 1 Credit | 1.0 Physical Education |

| | | |
|---------------------------------------|-------------|--|
| Health/Safety | 0.5 Credit | 0.5 Health and Safety Education |
| Career & Life Skills | 2 Credits | 2.0 Career & Life Skills Elective |
| Additional Requirements (2.5 Credits) | | |
| Area | Credits | Requirements |
| Course Electives | 1.5 Credits | 1.5 School Thematic Courses or Open Electives |
| Capstone | 1 Credit | 1.0 Capstone Senior Demonstration or Equivalent |
| Total Credits Required | | |
| | | 25 Credits |

* Or equivalent substitution course(s)

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

Curricular Support

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

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

Student Success Plan

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

Credits

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

1. Successful completion of a course taken in grades nine to twelve as stipulated in subsection (f) of section 10-221a of the general statutes (Effective July 1, 2013) that defines a credit as not less than the equivalent of a forty-five minute class period for each school day of a school year,
2. Credit or part of a credit earned at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited as stipulated in subsection (g) of section 10-221a of the general statutes (Effective July 1, 2010) that defines a three-credit semester course, or its equivalent, at such institution equal to one-half credit toward high school graduation,
3. Through successful completion of online coursework, provided that the Hartford Board of Education has adopted an on-line coursework policy and the course is in accordance with the policy,
4. Through the demonstration of course mastery based on competency and performance standards,
5. Through the successful completion of any course in grades seven or eight that corresponds directly to the subject matter of a specified course requirement in grades nine to twelve and the student has demonstrated mastery on the corresponding high school level end-of-course assessment,
6. Through successful completion of a world language course in grades six, seven, or eight through online coursework or coursework completed privately through a nonprofit provider, and the student has demonstrated a passing grade on an examination prescribed by the Commissioner of Education for which up to four credits may be awarded, and/or
7. Through achievement of a passing grade on a subject proficiency examination identified and approved by the Commissioner of Education.
8. Through the completion of not less than fifty hours of actual service performed outside of the regular school day in connection with a planned community service learning project supervised by a certified school administrator or teacher and supplemented by not less than ten hours of related

classroom instruction, for which 0.5 elective credit may be awarded. In Hartford Public Schools, a student may only participate in this option once.

State Mandated Assessments

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

Parent and Student Notification

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

Special Education

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

English Language Learners (ELL)

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

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

Timeline

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

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

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

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

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

Grades

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

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

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

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

Students receive earned credit upon successful completion of a course. For a full year course, credit will only be award at the end of the second semester. Grades are based on class participation, tests, quizzes, papers, and other assessments of learning that are taken throughout the course. Progress reports are mailed home periodically to notify parents and students of academic standing. Parents are encouraged to discuss these with their child. Incomplete grades are given in circumstances such as illness. Students must complete additional work within a time frame determined by the teacher. Parents/Guardians are encouraged to regularly monitor their child’s progress through the use of the Parent Portal website at <https://powerschool.hartfordschools.org/public>. Login information can be obtained through the main office. Grades are awarded as follows:

| | |
|----|----------|
| A+ | 95-100 |
| A | 90-94 |
| B+ | 85-89 |
| B | 80-84 |
| C+ | 75-79 |
| C | 70-74 |
| C- | 70-72 |
| D+ | 65-69 |
| D | 60-64 |
| F | Under 60 |

The final grade for a **semester course** is determined as follows:
50% Marking Period 1
50% Marking Period 2 (including final exam)
100% Final Grade

The final grade for a **full-year course** is determined as follows:
25% Marking Period 1
25% Marking Period 2 (including midterm exam)
25% Marking Period 3
25% Marking Period 4 (including final exam)
100% Final Grade

Grading – Administrative Regulations

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

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

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

4-point numeric system

| | | | | | | | | |
|----|---|----|---|----|---|----|---|-----|
| A+ | A | B+ | B | C+ | C | D+ | D | F / |
|----|---|----|---|----|---|----|---|-----|

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|------------|
| | | | | | | | | Incomplete |
| 4.0 | 4.0 | 3.3 | 3.0 | 2.3 | 2.0 | 1.3 | 1.0 | 0 |

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

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

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

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

Weighted Scale

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

*Advanced Placement/Early College Experience/ Dual Enrollment

Un-weighted Scale

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

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

The weighted scale is used to determine class rank.

Promotion, Retention, Intervention Policy

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

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

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

utilized, and all other alternatives to retention have been considered.

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

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

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

Policy adopted: March 2, 1999

Policy updated: November 1, 2005

Policy revised: June 17, 2014

HARTFORD PUBLIC SCHOOLS

Hartford, Connecticut

Homework

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

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

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

Homework/Make-Up Work

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

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

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

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

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

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

Senior High School

The amount of outside preparation required increases markedly at the senior high school level, particularly for the college bound student. The ability to work successfully without supervision is one of the most important attributes a student can

offer in his/her candidacy for college acceptance. Independent study by means of both short-term and long-term assignments becomes a valuable preparation for the more rigorous requirements of the curriculum at college.

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

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

Direct College Courses

Sophomores, juniors and seniors may enroll in direct college classes if they have earned a ‘B’ average, completed and pass the placement exam, have the recommendation of the principal, and have met the course pre-requisites, if there are any. Students are expected to be able to work independently and at an accelerated level to perform well in college classes. The fall and spring schedules for college courses are normally available in early spring for the fall term and in October for the spring term. Eligible students will be scheduled into college classes after they have been approved as being on schedule to meet high school graduation requirements. Students, who are dually enrolled at Great Path and MCC, are expected to adhere to both institutions’ rules, policies, and regulations and in the event their behavior is not in accordance with rules of either organization, they will be subject to discipline by the dean of students and/or the principal.

Career Cluster Criteria for Credit Award

Students may earn college credit for grades of ‘C’ or higher in articulated career cluster courses taught by Great Path faculty. To be eligible to earn such credit, students must enroll in the following courses:

| MCC Course (Dual Degree Code) | GPA Equivalent |
|---|------------------------|
| BIO* 115: HUMAN BIOLOGY | ANATOMY AND PHYSIOLOGY |
| COM* 173/SPCH 213: PUBLIC SPEAKING | COLLEGE WRITING & COMM |
| MAT* 109: QUANTITATIVE LITERACY | STATISTICS |
| MAT* 138: INTERMEDIATE ALGEBRA: A MODELING APPROACH | HONORS ALGEBRA II |
| HSP*B101 PRINCIPLES OF FOOD PREP | CULINARY ARTS II |
| HSP*B103 PRINCIPLES OF BAKING I | BAKE SHOP |
| CHE*111 CONCEPTS OF CHEMISTRY | HONORS CHEMISTRY |
| CJS*101 INTRODUCTION TO CRIMINAL JUSTICE | CRIMINAL JUSTICE |

Educational Setting

Students at Great Path have access to the state-of-the-art facilities at Manchester Community College, including the science and technology labs as well as the College’s library. GPA students are not segregated from the College community in any way, and thus, must demonstrate the requisite maturity needed to navigate a college campus. Consequently, students must be responsible, independent learners in order to succeed in this environment. Great Path Academy is designed to prepare students for the “college experience” prior to their exit from high school. We believe our students are well prepared for success in higher education. As GPA graduates they will have demonstrated their ability to handle the freedoms of a college campus and the demands of college coursework through our middle college program.

Academic Honesty

An academically honest student submits for evaluation only such work, including test performance, papers, reports, ideas and any other communication, that has been written, performed or formulated solely by that student. On those occasions when the stated rules of a course permit collaborative effort, the contributions of other individuals and sources should be appropriately acknowledged. It is, at all times, the responsibility of the student to maintain conduct consistent with the concept and definition of academic integrity, including not only avoidance of plagiarism, but other actions further outlined under *College Policies* in the *MCC Student Handbook*.

Great Path Academy is committed to academic integrity. Academic dishonesty is a serious offense and carries serious consequences. Examples of academic dishonesty include, but are not limited to the following:

- Plagiarism*
- Cheating (e.g. sharing ideas or work with others when explicitly instructed not to do so)
- Taking, buying or receiving a paper written or translated by someone else and presenting it as one's own work
- Turning in the same or similar work two or more times for credit (e.g. using the same paper for more than one assignment)

Consequences for violation of the Academic Integrity Policy include, but are not limited to:

- One to five days of suspension
- A grade of zero on the assignment
- After the first offense, the student may lose credit in the course
-

***Plagiarism** is defined by *Webster's New Universal Unabridged Dictionary* as the act of taking someone else's idea, writing or work and passing it off as one's own. If you fail to give credit to the source of the material, whether directly quoted or put in your own words, this lack of credit constitutes plagiarism. Whether you take, buy, or receive material from the internet, from a book, from another student, or from any other source, and you fail to give credit, you are stealing ideas; you are engaged in plagiarizing. Plagiarism: 1) is a serious violation of academic standards and has serious academic consequences for the student, 2) at the discretion of the instructor, may result in failure of the submitted work or failure for the course, and 3) as an act of academic dishonesty, may result in additional disciplinary action by the college, as indicated in the MCC Student Handbook College Policies, under the heading "Student Discipline," section 2, number 9: Academic Dishonesty.

-MCC Catalog, 2005-2006

Accountabilities

Students are accountable for books, locks, etc. If these are not returned or are damaged, the students will be charged to replace them. Teachers and office staff, upon completion of both the semester and school year will issue accountability slips. Please see the secretaries regarding this form.

Any student with an outstanding Accountability will not be permitted to attend field trips or graduation until his/her account is cleared.

Add and Drop Timeline

The last day to add or drop a Great Path class during a semester is the end of school day of the third meeting of a course. Add/Drops are submitted in writing and processed each night during the Add/Drop period.

Procedure for Dropping Student from a Course

1. Guidance receives written request for change signed by the parent/guardian.
2. Guidance receives the request and makes the necessary changes if possible.
3. Student returns all books and materials to the teacher prior to beginning new class.
4. Guidance will notify parents/guardians of changes to their child's schedule.
5. Once the changes have been made, there will be no additional changes to that particular request.

Athletics

Great Path Academy knows and believes that sports are an important part of many students' lives. Even though sports are not part of the GPA Operation Plan, under CIAC regulations, all magnet school students are eligible to participate in their sending districts interscholastic athletic program as long as sports program is not in existence at the magnet school. If your child is interested in participating in sports at his/her sending high school, please read and adhere to the following:

1. Athletic programs at sending districts are open to all high school students in grades 9 – 12 at GPA.
2. It is the responsibility of the student and his/her parents to make contact with your sending high school.
3. GPA students must know and adhere to the following information in order to participate at your sending high school:
 - Parents must provide transportation to their sending school – Transportation is not provided by Great Path Academy.
 - It is your responsibility to contact your sending school's Athletic Director to get information on athletic programs and practice schedules.

- All students must meet eligibility requirements (having an overall C average).
- A parent permission form from the sending school must be turned into the coach prior to the first practice.
- All students must obtain a note from a doctor verifying their fitness to participate.
- An early dismissal form (enclosed) must be completed and turned in to GPA before a student will be allowed to leave the building for practices and/or games.
- All student athletes are responsible for all of their assignments and class work missed due to athletics. It is the student's responsibility to make all arrangements with their teachers.

In order for a student to be eligible for a Fall sport, he/she must have met CIAC eligibility based on fourth quarter grades from June of the previous school year. Students must have a C average or better. If a student fails one course, he/she may still be eligible, as long as the C average is maintained. However, if a student fails two courses, he/she will not be eligible, regardless of grade average.

Please obtain an early release form from the main office for sports. **ALL STUDENTS MUST SIGN OUT IN THE MAIN OFFICE BEFORE LEAVING GPA!**

Bullying

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

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

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

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

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

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

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

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

- 1) By July 1, 2012, require each school to designate a safe school climate specialist. This specialist shall be the principal or principal designee who is qualified to implement the requirements of Public Act 11-232.
- 2) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- 3) enable the parents or guardians of students to file written reports of suspected bullying;
- 4) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- 5) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- 6) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- 7) include a prevention and intervention strategy for school employees to deal with bullying;
- 8) provide for the inclusion of language in student codes of conduct concerning bullying;
- 9) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;

- 10) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
- 11) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- 12) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- 13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- 14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- 15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
- 16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- 17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- 18) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

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

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

Legal References: Connecticut State Statutes:

10-145a, 10-145o;

10-220a;

§ 10-222d, 10-222g, 10-222h;

§§ 10-233a through 10-233f; and

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

Policy Adopted: September 20, 2011

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut.

Hartford Public Schools

Parent Form for Reporting Bullying Behavior

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

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

Name of Student (Target): _____ DOB _____

School: _____ Grade: _____ Teacher: _____

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

Date of Report: _____ Date Received at School: _____

Full Name of Alleged Bully: _____ Grade: _____

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

ANONYMOUS REPORT:

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

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

TO BE COMPLETED BY SCHOOL

Date Investigated: _____ By Whom: _____

Date Parent Notified of Outcome: _____ By Whom: _____

Bullying Verified: Yes _____ No _____

Hartford Public Schools

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

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

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

Name of Student (Target): _____ DOB _____

School: _____ Grade: _____

Parent Name: _____

Tel/Cell: _____ Email: _____

Date of Report: _____ Date Received at School: _____

Full Name of Alleged Bully: _____ Grade: _____

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

ANONYMOUS REPORT:

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

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

TO BE COMPLETED BY SCHOOL

Date Investigated: _____ By Whom: _____

Date Student/Parent Notified of Outcome: _____ By Whom: _____

Bullying Verified: Yes _____ No _____

Hartford Public Schools

Staff Form for Reporting Bullying Behavior

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

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

Name of Student (Target): _____ DOB _____

Date: _____ Time: _____ Grade/Room _____

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

Where Incident Occurred: _____

Description of Incident: _____

TARGET IS REQUESTING ANONYMITY: YES _____ NO _____

Behaviors: Check all that apply

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

Are there immediate safety needs: Yes _____ No _____

If yes, send student to office for prompt attention.

Specific Concerns: Check all that apply

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

Hartford Public Schools

Bullying Reporting Form

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Investigation (target, witnesses, alleged bully) _____

Person/Team Investigating (Include Role) _____

Act of Bullying Verified: Yes _____ No _____

Date entered into school log: _____

Intervention/Action Taken: _____

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

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

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

Administrator's Name (Print) _____

Administrator's Signature: _____

Camera/Building Surveillance

There are 16 surveillance cameras on Great Path Academy's campus recording movement into and out of the building. These cameras are monitored by both Campus Police and Great Path Academy Administration.

Cell Phones/Personal Electronic Devices

The Hartford Board of Education recognizes that many students at all grade levels possess and bring cell phones, and other electronic devices, to school. These devices may include an iPod, iPhone, mp3, tablets and other similar devices. It is recognized that parents may provide a cell phone to a student for safety or medical reasons. In consideration of the availability of electronic devices in our society, the Board will allow the possession of cell phones and other electronic devices at school, and school sponsored events, as follows:

Cell phones and other electronic devices are permitted on school grounds and at school sponsored events but may only be used during lunch waves in the cafeteria. They are to be off and away during classes and in the hallways the remainder of the school day. *If parents need to contact students during the school day they should do so through the main office phone (860) 512-3700.*

Consequences

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

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

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

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

The Principal may grant written permission for possession and use of paging devices if student or parent establishes to Principal's satisfaction that a reasonable reason exists for its use.

Laser pointers are not allowed unless required for educational purposes.

Great Path Academy will not be responsible for any lost or stolen electronic devices.

Child Abuse and Neglect

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

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

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

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

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

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

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

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

Reporting of Child Abuse and Neglect

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

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

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

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

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

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

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

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

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

Reporting of Child Abuse by School Employees

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

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

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

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

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

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

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

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

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

Regulation adopted: September 14, 1999

Regulation updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS

Hartford, Connecticut

College Textbooks

If the course is necessary for high school graduation Great Path Academy will pay for the first \$100 dollars of a college textbook required for a direct college class. After that, the student is required to pay the remaining balance for direct college textbooks. If the textbook is for a direct college class that is not necessary for high school graduation, the student or family will be responsible for purchasing the college textbook (Assistance is available for all students that receive free and reduced lunch). If the textbook is in GPA's library of college textbooks, the student may borrow the textbook for the semester.

Community Relations

School Governance Councils

Purpose

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

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

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

The councils are not intended to replace parent organizations.

Scope of Policy

All schools will have a School Governance Council.

Membership and Election

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

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

| Member | Number | Election Process |
|---|--------|---|
| Parents or guardians of students currently attending the school | 7 | Elected by the parents/guardians of students attending the school, each household with students attending the school will have one vote |
| Teachers at the school | 5 | Elected by the teachers of the school |
| Community leaders within the school district | 2 | Elected by the parent/guardian and teacher members of the council |

| | | |
|--|---|---|
| School principal or designee (nonvoting) | 1 | Principal may participate directly or name a designee |
|--|---|---|

Additional members and election process in high schools:

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

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

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

Requirements

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

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

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

Terms of Voting

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

Roles and Responsibilities

A. Parent-Chairperson

The Parent Chair shall:

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

B. Principal or School Director

The Principal shall:

1. Serve as the SGC Co-Chair
2. Work collaboratively with the Parent Chair to prepare the agenda and ground rules for the SGC meetings

3. Inform and provide school related information to the council in a timely fashion, make recommendations, and implement agreed-upon SGC decisions
4. Maintain on file all documentation related to SGC elections (parents, teachers, community members, students), meeting agenda, minutes, and attendance. Provide any of these documents to the Superintendent or his/her designee upon request.
5. Distribute approved SGC minutes to SGC members and school community via email, by posting them on the school's website, or by displaying them in an appropriate and visible space in the school building.
6. Submit a complete list of the elected SGC members to the Chief of Early Literacy and Parent Engagement no later than June 1st of each year.

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

C. Council Members

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

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

Schools that receive federal Title I funds are required to have a school-parent compact, developed with parents.
9. Work with the Principal in reviewing data around partnership impact and viability of new school partnerships. Review and approve an after-school program.
10. Advise and assist the Principal in the analysis of the school survey data and creation of programs to improve school climate.
11. For those schools mandated by state law, after being in place for three years, a council may vote to recommend that a school be reconstituted using one of the following models for reconstitution: (1) turnaround; (2) restart; (3) transformation; (4) CommPact school; (5) innovation school; and (6) any other model developed under federal law. However, a council cannot vote to reconstitute a school if it was already reconstituted for another purpose. The statute provides a process whereby the council's recommendation for reconstitution must be heard by the local board of education which must accept, modify or reject the proposal. In a case where the council and the local board of

education cannot agree on reconstitution, the Commissioner of Education must decide. The State Board of Education cannot allow more than 25 schools per year to be reconstituted under state law (Public Act 10-111).

Reporting and Oversight

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

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

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

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

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

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

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

Policy adopted: May 19, 2009

Policy Revised: November 15, 2011

Policy Revised: October 15, 2013

HARTFORD PUBLIC SCHOOLS

Hartford, Connecticut

Computer Usage – Acceptable Use Policy (Internet)

Purpose

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

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

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

Scope

The Board will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and online-bullying awareness and response. Additionally, the Board will implement a technology protection measure to block or filter Internet access to visual depictions that contain obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during use.

HPS Network

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

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

Acceptable network use by district students includes:

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

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

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

No Expectation of Privacy

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

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

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

Disciplinary Action

Misuse of the computer systems, or violation of these policies, may result in loss of access to such computer systems as well

as other disciplinary action, including suspension and/or expulsion, or involvement of law enforcement agencies, depending on specific violation.

Oversight

The Administration shall develop regulations setting forth procedures to be used in an effort to ensure that such computer systems are used by students solely for education related purposes.

As the owner of the computer systems, the Board reserves the right to monitor the use of the district's computers and computer systems.

Legal References:

Children's Internet Protection Act, Pub. L. 106-554, codified at 47 U.S.C. 254(h)

Conn. Gen. Stat. 53a-182b; 53a-183; 53a-250

Electronic Communications Privacy Act, 18 U.S.C. 2510 through 2520

No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20 U.S.C. 6777

Protecting Children in the 21st Century Act, Pub. Law 110-385, codified at 47 U.S.C. 254(h)(5)(B)(iii)

It is important that students and parents understand that internet websites such as Twitter, MySpace, Facebook, music sites are not considered acceptable or appropriate and should not be accessed through the schools computers.

Counseling Service:

Career Center (Student Appointments)

Students are welcome to make an appointment for counseling at any time in the school year. Appointments can be arranged by filling out a School Counselor Appointment request form in the office, stopping by the guidance office before school, between classes or after school, or obtaining a pass from a teacher. During the month of September, seniors will be meeting individually with a counselor to discuss graduation, the college process and career planning.

Academic Counseling

Academic counseling is available to all students to help them understand their individual strengths, to set goals, and to assist them in planning an appropriate program of studies. Counselors, teachers, and parents will work together to support and encourage all students in reaching their full potential. Some of the areas in which a counselor may work with students and parents are:

- planning a high school program relevant to student's interests, abilities and post high school plans
- assisting students in selecting appropriate courses each year
- checking each student's progress through a review of semester report cards and interim progress reports
- counseling students experiencing academic difficulty and developing strategies for improvement, including referral to various academic resources at the high school
- being available to meet with parents of all students
- reviewing credit status leading to graduation
- being available to meet with students and parents to review standardized test results

Career Advising

Career advising is designed to help students begin the process of exploring various career options moving toward the ultimate goal of specific career selection. Recognizing that career development begins with self-knowledge, the goal of many activities is to help students learn about themselves and, subsequently, to match this knowledge with information about the world of work. By senior year, students should have gained knowledge and experience to help them develop a general career direction. Counselors assist students in this process through the following activities:

- individual and small group counseling at all grade levels to identify and clarify each student's interests, abilities and goals
- conferences scheduled with all juniors to develop post high school plans
- review of high school program to insure that student's courses provide adequate preparation for potential career choices
- use of career resources including computer software, reference books, and career pamphlets
- administration and interpretation of career interest inventories, aptitude assessments, career exploration resources

College Counseling

College counseling is offered to all students seeking post-high school education. Designed to help students identify and clarify their abilities, interests and goals, college counseling assists students in making appropriate educational decisions. The formal college planning process begins with individual and group sessions in the junior year conducted by the school counselor. These sessions continue through the senior year, in order to assist students fully, the following activities will take place:

- students will be encouraged to take interest inventories and complete career search assessments in a timely fashion.
- students will be encouraged to take appropriate standardized tests
- students will be encouraged to utilize the facilities of the College Counseling Center, which includes computer-based college search programs.
- students will have scheduled mandatory appointments with their counselor and are encouraged to attend
- students and parents will attend college nights, college fairs, and financial aid programs, as appropriate

Personal Counseling

Personal counseling is available to all students to assist them in managing the normal developmental issues that arise during adolescence. School counselors help students to enhance self-understanding and to learn effective problem solving skills so that they will be better equipped to deal with the variety of concerns that high school students encounter. Students, staff or parents may initiate individual counseling sessions. When warranted, referrals will be made to an appropriate community agency. Among the many issues that may be discussed are:

- relationship and/or family situations
- peer concerns of physical and sexual abuse
- substance abuse stress
- transition academic pressure
- inappropriate behavior communication issues

Social Work

The School Social Worker sees students on a temporary or ongoing basis for social, emotional or behavioral concerns. The social worker's primary role is to service special education students who are mandated to receive counseling hours, to counsel non-mandated students who are struggling and to act as a consultant to teachers, staff and parents. Students are seen individually and/or in a group format. Community referrals are made as needed.

****Concerns of an urgent nature must be reported to someone immediately. Please contact the School Social Worker or School Counselor as soon as concerns arise. If the School Social Worker or School Counselor is not available, please contact administration immediately!***

To refer a student for social work services, please contact Susan Canty (860) 512-3723.

Suicide Prevention and Intervention

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

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

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

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

Management of Suicidal Risk

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

1. Any staff member who becomes aware of a student who may be at risk of suicide must immediately notify the building principal or his/her designee. This must be done even if the student has confided in the staff person and asked that his/her communication be kept confidential. The principal or designee will then notify an appropriate Student Assistance Team (SAT) staff member. (Note: The principal may have multiple designees.)
2. The SAT staff member shall interview the student, consider available background information and determine whether the student is "at-risk" or in "imminent danger."
3. If the student is assessed to be "at-risk":
 - a. The SAT staff member shall notify the student's parent/guardian and request a meeting with them as soon as possible, preferably that same day.
 - b. When the parent/guardian arrives at school, the SAT staff member shall meet with him/her to discuss:
 - the seriousness of the situation;
 - the need for an immediate suicide risk evaluation at a medical or mental health facility, or other appropriate evaluation(s);
 - the need for continued monitoring of the student at home if he/she is released following the evaluation;
 - referral to appropriate professional services outside the school system; and
 - a request for the parent/guardian to sign a release of information form permitting communication between the school and the facility to which the student will be taken, the student's therapist and other appropriate individuals.
 - c. The SAT staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome.
 - d. If the parent/guardian does not follow through, thereby leaving the student "at-risk", a medical referral to the Department of Children and Families (DCF) should be made (if the student is less than 18 years of age). The parent/guardian should be notified as soon as possible that such a referral has been made.
 - e. The SAT staff member may notify other staff, as necessary to protect the student and others.
 - f. The SAT staff member may refer student to the school's Child Study Team, Mental Health Team, Crisis Intervention Team, Student Assistance Team, Planning Placement Team or other staff as appropriate for further consultation and planning.
 - g. The SAT staff member or the team shall monitor the student's progress and shall consult as necessary with family, outside professionals and school staff.
4. If the student is assessed to be "in imminent danger":
 - a. The SAT staff member shall ensure that the student is not left alone.
 - b. The SAT staff member shall notify the parent/guardian and request that the student be picked up at school and taken to a medical or mental health professional for thorough suicidal risk evaluation.
 - c. When the parent/guardian arrives at school, the SAT staff member shall meet with him/her to discuss:
 - the seriousness of the situation;
 - the need for an immediate suicide risk evaluation at a medical or mental health facility, or other appropriate evaluation(s);
 - the need for continued monitoring of the student at home if he/she is released following the evaluation;
 - referral to appropriate professional services outside the school system; and
 - a request for the parent/guardian to sign a release of information form permitting communication between the school and the facility to which the student will be taken, the student's therapist and other appropriate individuals.
 - d. The SAT staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome.
 - e. The SAT staff member shall inform the principal of the course of events and the outcome.
 - f. The SAT staff member may notify other staff, as necessary to protect the student and others.
 - g. The SAT staff member may refer the student to the school's Child Study Team, Mental Health Team, Crisis Intervention Team, Student Assistance Team, Planning and Placement Team or other staff as appropriate for further consultation and planning.
 - h. If the parent/guardian is unable to come to school:
 - the SAT staff member shall provide over the telephone information as to available resources outside and within the school system, and shall plan follow-up contacts.
 - the SAT staff member will notify the parent/guardian of his/her intent to and arrange transport of the student to an appropriate evaluation/treatment site by means of emergency vehicle (e.g., ambulance or police cruiser).
 - police may be notified if the student poses a threat to the safety of him/herself or others, or as dictated by other circumstances.
 - the SAT staff member shall document in writing the course of events and the outcome.
 - the SAT staff member shall inform the principal of the course of events and the outcome.

- i. If the parent/guardian does not agree with the school's determination that the student is in imminent danger or for any other reason refuses to take action.
 - the SAT staff member shall meet with the building principal to develop an immediate plan focused on protection of the student.
 - the SAT staff member shall notify the parent/guardian of the plan and shall inform the parent/guardian that the Department of Children and Families (DCF) will be contacted and a medical neglect referral made, if the parent/guardian remains uncooperative (if the student is less than 18 years of age).
 - the SAT staff member shall arrange for an emergency vehicle to transport the student to the hospital or an appropriate mental health facility; shall inform hospital staff of the situation; shall plan follow-up in relation to hospital staff or mental health facility staff decisions as to how to proceed.
 - the SAT staff member shall consult and cooperate with DCF as necessary.
 - the SAT staff member shall document in writing the course of events and the outcome.
- j. When a student assessed to have been "in imminent danger" returns to the school, the PPS staff member or the appropriate school-based team (if such referral has been made) shall coordinate consultation with outside professionals, supportive services in school, and changes in the instructional program, when necessary.

Suicide Education/Prevention - Students and Staff

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

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

Regulation adopted: September 14, 1999

Regulation updated: November 1, 2005

HARTFORD PUBLIC SCHOOLS

Hartford, Connecticut

Dress Code

Statement of Policy

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

Statement of Purpose

The MCC Governing Board, Hartford Public Schools and the Great Path Academy have determined that reasonable regulation of school attire can further important educational interests including:

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

1. Administrator Responsibilities

- a. Principals will distribute to parents annually the names of all local uniform vendors who have confirmed that they have the capacity to provide the specifications of their uniforms, including cost.

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

2. Parental Responsibility

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

3. Staff Responsibilities

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

Student Uniform Code

Student dress must adhere to the GPA uniform policy. **Students must enter the school building in complete uniform daily including the first day of school.** Students must remain in uniform at all times while in the school building and any outside activity for which the uniform is required. The school staff and administration have the authority to deal immediately with any violators of the uniform code.

Consequences

If a student violates this policy by coming to school out of uniform or attending class during the school day out of uniform, the consequences will be as follows:

1st Offense: Student will be loaned the appropriate uniform item to be returned at the end of the school day. Student will be given a warning and parent will be notified.

2nd Offense: Student will be loaned the appropriate uniform item to be returned at the end of the school day. Student will be given a lunch detention and parent will be notified.

3rd Offense: Student will be loaned the appropriate uniform item to be returned at the end of the school day. Student will be given an ISS and parent will be notified.

Required

- Great Path Academy logo shirts (long sleeve blue or white dress shirt) purchased from HPS/GPA vendor only
- Pants (black or khaki, not denim, cargo or stretch pants)
- Any closed toe shoe with 2" heels or less, including sneakers
- Undershirts may not show below uniform shirt (solid blue, black, white)
- Solid color belt (blue, black, white) All shirts must be tucked in.

Optional

- Great Path Academy sweater or sweater vest (black) purchased from HPS/GPA vendor only
- Undershirt (solid blue, black, white)

In order to maintain an environment conducive to the educational process, the MCC Governing Board, Hartford Public Schools and the Great Path Academy prohibit the following from wear during the academic school day:

- a. Attire or accessories that contain messages or images that would tend to be offensive or disruptive to the educational process, including racist messages or images; sexist messages, or images; messages or images

promoting the use of drugs, alcohol, or tobacco; profane or pornographic messages or images; messages that incite violence or constitute “fighting words”; or attire or accessories that promote or signify gang affiliation.

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

Mandatory School Uniform for Secondary School Students

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

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

Required

- Great Path Academy logo shirts (long sleeve blue or white dress shirt) purchased from HPS/GPA vendor only
- Pants (black or khaki, not denim, cargo or stretch pants)
- Any closed toe shoe with 2” heels or less, including sneakers
- Undershirts may not show below uniform shirt (solid blue, black, white)
- Solid color belt (blue, black, white) All shirts must be tucked in.

Optional

- Great Path Academy sweater or sweater vest (black) purchased from HPS/GPA vendor only
- Undershirt (solid blue, black, white)

Exceptions for Designated Days or Events

Each school principal may periodically designate specific days or events (i.e. school picnic, field day, or spirit week) during which deviations from the approved uniform will be permitted, provided the principal determines that such exceptions will facilitate the event, promote school spirit, or otherwise serve an educational interest.

Religious and Health Accommodations

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

Clothing Assistance

It is the policy of the Board of Education that no student will be denied an education due to bona fide financial inability to obtain clothing that complies with the Board’s Attire Policy. Any student, for whom compliance with the school attire

policy poses a bona fide financial burden, may submit a written request for clothing assistance to their school principal specifying the clothing needed together with a statement of financial need. School principals or their designees shall assist families in financial need to obtain clothing that complies with the school attire policy. In meeting requests for assistance, principals or their designees shall consider community resources such as clothing or financial donations from corporations, members of the community, local businesses, parent organizations, and charitable organizations; clothing discounts from local merchants; and providing additional time for a student to obtain clothing that complies with the School Attire Policy. Where other resources or accommodations are inadequate, a principal may submit a request for assistance to the Assistant Superintendent of Schools. The Assistant Superintendent or his/her designee shall ensure that necessary clothing or financial assistance is provided to the principal, who in turn shall address the clothing needs of the student.

Accommodation of Free Expression

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

Administrative Review.

Any student who believes that their school has not reasonably accommodated his or her bona fide religious, health or financial needs or right of free expression, may submit a written objection on their own or through their parents/guardians to the school's principal. The principal shall respond in writing to the student and his or her parents/guardians within fourteen (14) days. Any student or parent/guardian dissatisfied with the principal's response may submit a written appeal to the Hartford Public Schools Board of Education. The Board or its designee may request such additional information from the school, the student, and/or the parents/guardians as it deems necessary. The Board or its designee shall issue a written decision on the appeal within twenty-one (21) days.

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

Policy Number 5131.1(a), Students, Dress and Grooming, School Uniforms is rescinded.

Policy Number 5140(a), Student Dress, adopted 9/14/99 and updated 11/1/05 is rescinded.

Policy Number 5140, Hartford Public Schools School Attire Policy dated 6/6/06 is rescinded.

Policy Number 5140, Hartford Public Schools School Attire Policy dated 7/11/06 is revised.

Policy Number 5140, Hartford Public Schools School Attire Policy dated 6/13/08 is revised.

Policy Number 5140, Hartford Public Schools School Attire Policy dated 8/19/08 is adopted.

Policy Number 5140, Hartford Public Schools School Attire Policy dated 12/21/10 is revised.

Early Intervention Process (EIP)

Great Path Academy utilizes the Early Intervention Process (EIP) to help all students succeed both academically and behaviorally in the general education environment. EIP is a direct result of the reauthorization of IDEA 2004 and the fact that all schools must design and implement coordinated early interventions services for students who are not currently receiving special education services. This three-tiered model has two main goals. First, EIP supports **all** students through providing high-quality, research-based instruction in the least restrictive environment. Second, the process aims to identify and provide supplementary supports for students to succeed academically and reduce the number of referrals and students who qualify for special education and Section 504 services.

Field Trips

Field trips are scheduled for educational, cultural, or extracurricular purposes. GPA Field Trips are extensions of the classroom, and as such, students are expected to attend. A written permission form and any fee must be received from a parent or guardian to participate in a field trip. All aspects of the Great Path's Academy's Code of Conduct apply on field trips. Any students whose behavior is considered inappropriate or unsafe may be excluded from participation in the field trip without a refund. While on a trip, all students are considered to be "in" school. This means that conduct and dress code standards will be followed for the field trip activity. A student will be denied permission to attend a field trip if he/she has demonstrated continual poor academic performance, repeated behavioral problems resulting in two internal suspensions or

one out of school suspension, or unacceptable behavior during a previous school-sponsored field trip or event. All student accountabilities must be paid in full in order to attend any field trip or extra-curricular social activity.

Field Trip Policy/Social Probation

Social probation means that a student is prohibited from attending and/or participating in any school-sponsored field trips, social and/or any co-curricular activities. A student may be placed on social probation under any of the following conditions:

1. Continual poor academic performance: He/she will be placed on social probation for that marking period (Administrator's discretion).
2. Repeated behavioral problems resulting in two internal suspensions or one out of school suspension: He/she will be on social probation for determined period of time (Administrator's discretion).
3. Unacceptable behavior during a previous school-sponsored field trip or event: He/she will be placed on social probation for a determined period of time (Administrator's discretion).
4. A student placed on social probation will have his/her behavior and/or academic record reviewed by the administration halfway through his/her probationary period. If his/her conduct/performance has improved sufficiently he/she will be removed from social probation status (Administrator's discretion).

Family Educational Rights and Privacy Act (FERPA)

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Hartford Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Hartford Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Hartford Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Hartford Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by the end of September 2014. Hartford Public Schools has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date of birth
- Dates of attendance
- Grade level
- The most recent school attended

- Participation in activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

Fire Drills, Evacuations Drills and Lockdown/Shelter-In-Place Drills

To comply with the Connecticut's fire laws, monthly drills will be conducted. Students are expected to follow their teacher out of the building to their designated location. Students should remain quiet during these drills. Students and staff will not be allowed back into the building until the Fire Department has inspected the building and given an "all clear".

First Amendment Rights

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

Health Office

The Health Office of Great Path Academy will be available to students. The Health Office will be staffed by a registered nurse. Great Path Academy administrators and teachers will be available to assist students in the event the school nurse is unavailable.

School Health Requirements

Grade 9: A complete, current health record, within one year is required for all students.

Grade 10: A complete physical exam is required for students. This is to be performed by a Medical Doctor, Nurse Practitioner or Physicians Assistant. This physical exam must be documented on a **BLUE** State of CT, Health Assessment Record. The blue State of Ct forms are available at your physician's office.

This physical exam needs to include:

1. Vision, hearing and postural screening and Hgb or Hct (finger stick).
2. Documentation of a completed immunization schedule including:
 - 2 doses MMR
 - Complete series of Hepatitis B (3 shots)
 - Varicella (Chickenpox) vaccine or proof of illness documented by a medical doctor

Grade 11: If a student in grade 11 has not had a complete physical exam for 10th grade (in the last year), then a complete physical exam following the above guidelines should be scheduled. Please call your pediatrician or MD to find out the date of the student's last physical exam.

Grade 12: Students should keep in mind that if they are planning to apply to college, most colleges and universities require a recent physical exam. Many schools now require a recent PPD or tuberculin test, a meningococcal vaccine and a tetanus/pertussis booster. Grade 12 students may wish to schedule their college entrance physicals sometime during their senior year, and bring along any college entrance paperwork. There will be forms that need to be signed by a physician.

Services

The Medical Director for HPS provides standing orders to assist Great Path Academy students. First Aid, medication administration and required State of Connecticut health screenings are available to all students enrolled.

Illness

HPS policy states that any student who is "too ill to remain in school" and needs to be dismissed for illness must go through the main office in order to be released into the care of a parent or guardian. GPA students are not allowed to drive themselves or walk home if they are ill and require early dismissal related to illness. The student's parent or guardian will be notified of the student's illness and will be required to transport the student home.

- The school nurse and/or main office will determine if a student should leave school because of illness.
- Students who have been diagnosed with strep throat and require antibiotics must be on medication for 24 hours before returning to school.
- Students who are ill, with a fever higher than 100 degrees Fahrenheit need to remain at home until they have been fever free for 24 hours.

- If a student is absent three or more days due to an illness, a parent or guardian must call the school to speak with the school nurse or school administrator before sending this student back to class.

To contact the school nurse, please call the main telephone number for Great Path Academy at 860-512-3700.

Administration Of Student Medications In The Schools

Definitions

1. Administration of medication means the direct application of a medication by inhalation, ingestion, or by any other means to the body of a person.
2. Authorized prescriber means a physician, dentist, advanced practice registered nurse or physician assistant.
3. Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.
4. Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.
5. Error means: (1) the failure to do any of the following as ordered:
 - a. administer a medication to a student;
 - b. administer medication within the time designated by the prescribing physician;
 - c. administer the specific medication prescribed for a student;
 - d. administer the correct dosage of medication;
 - e. administer medication by the proper route; and/or
 - f. administer the medication according to generally accepted standards of practice; or
 (2) administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student.
6. Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.
7. Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.
8. Medication Emergency means an untoward reaction of a student to a medication.
9. Medication order means the authorization by an authorized prescriber for the administration of medication to a student during school hours for no longer than the current academic year.
10. Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.
11. Principal means the administrator in the school.
12. School means any educational facility or program which is under the jurisdiction of the Board.
13. School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.
14. Self administration of medication means that a student is able to identify and select the appropriate medication by size, color, amount, or other label identification; knows the frequency and time of day for which the medication is ordered; and consumes the medication appropriately.
15. Teacher means a person employed full time by Board who has met the minimum standards as established by Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

General Policies On Administration of Medications

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

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

Documentation and Record Keeping

1. Each school where medications are administered shall maintain a medication administration record for each student who receives medication during school hours. This record shall include the following information:
 - a. the name of the student;
 - b. the name of the medication;
 - c. the dosage of the medication;
 - d. the route of the administration, (i.e., oral, topical, inhalant, etc.);
 - e. the frequency of administration;
 - f. the name of the authorized prescriber;
 - g. the date on which the medication was ordered;
 - h. the quantity received at school;
 - i. the date the medication is to be reordered (if any);
 - j. any student allergies to food and/or medication(s);
 - k. the date and time of each administration or omission, including the reason for any omission;
 - l. the dose or amount of each medication administered; and,
 - m. the full legal signature of the nurse, principal or teacher administering the medication.
2. All records are to be made in ink, and shall not be altered.
3. Written orders of authorized prescribers, written authorizations of parent or guardian, and the completed medication administration record for each student shall be filed in the student's cumulative health record.
4. Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication. Such verbal orders may be received only by a school nurse and must be followed by a written order within three (3) school days.
5. Medication administration records will be made available to the Connecticut Department of Public Health upon its request.

Errors In Medication Administration

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

Medication Emergency Procedures

1. Whenever a student has an untoward reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.
2. Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
 - a. use of the 911 emergency response system;
 - b. application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
 - c. contact with a poison control center; and
 - d. transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.

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

Supervision

1. The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.
2. The school nurse's duty of general supervision includes, but is not limited to the following:
 - a. availability on a regularly scheduled basis to:
 - i. review orders or changes in orders, and communicate these to personnel designated to give administer medication for appropriate follow-up;
 - ii. set up a plan and schedule to ensure medications are given;
 - iii. provide training to licensed nursing personnel, principals and teachers in the administration of medications;
 - iv. support and assist other licensed nursing personnel, principals and teachers to prepare for and implement their responsibilities related to the administration of specific medications during school hours; and,
 - v. provide consultation by telephone or other means of telecommunications.
 - b. in addition, the school nurse shall be responsible for:
 - i. implementing policies and procedures regarding the receipt, storage, and administration of medications;
 - ii. reviewing, on a monthly basis, all documentation pertaining to the administration of medications for students;
 - iii. performing work-site observation of medication administration by teachers and principals who have been newly trained to administer medications; and,
 - iv. conducting periodic reviews, as needed, with licensed nursing personnel, principals and teachers, regarding the needs of any student receiving medication.

Training of School Personnel

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

Handling, Storage and Disposal of Medications

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

7. Non controlled drugs shall be destroyed in the presence of at least one witness. Controlled drugs shall be destroyed in accordance with Part 1307.21 of the Code of Federal Regulations, or by surrendering them to the Commissioner of the Department of Consumer Protection.
8. In no event shall a school store more than a forty-five (45) day supply of a medication for a student.

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

Policy adopted: September 14, 1999

HARTFORD PUBLIC SCHOOLS

Policy updated: November 1, 2005

Hartford, Connecticut

Harassment

Harassment will not be tolerated among students of the school district. It is the policy of the Board of Education that any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the Board. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public.

Sexual Harassment

Sexual harassment will not be tolerated among students of the school district. It is the policy of the board of education that any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the board. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students, and to the public.

Definition

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to: insulting or degrading sexual remarks or conduct; threats or suggestions that a student's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that student; or conduct of a sexual nature which substantially interferes with the student's learning, or creates an intimidating, hostile or offensive learning environment, such as the display in the educational setting of sexually suggestive objects or pictures.

Procedure

It is the express policy of the board of education to encourage victims of sexual harassment to report such claims. Students are encouraged to promptly report complaints of sexual harassment to the appropriate personnel or the principal or his/her designee. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible and reprisals or retaliation which occur as a result of the good faith reporting of charges of sexual harassment will result in disciplinary action against the retaliator.

The school district will provide staff development for district administrators and will periodically distribute its policy and grievance procedures to staff and students in an effort to maintain an environment free of sexual harassment.

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a).
 Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.
 Title IX of the Education Amendments of 1972, 34 CFR Section 106.
 Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
 Connecticut General Statutes 46a-60 Discriminatory employment practices prohibited.
 Constitution of the State of Connecticut, Article I, Section 20.

Sexual harassment is prohibited in the school system. Sexual harassment can occur when, but is not limited to:

1. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
2. The conduct has the purpose or effect of having a negative effect upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
3. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding services, honors, programs, or activities available at or through the educational institution.
4. Suggestive or obscene letters, notes, invitations, slurs, jokes, epithets, or gestures, derogatory comments, assault, touching, impeding or blocking movement, leering, display of sexually suggestive objects, pictures or cartoons.
5. Continuing to express sexual interest after being informed that the interest is unwelcome.
6. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of students, including promises or threats regarding grades, course admission, performance evaluations, or recommendations; enhancement or limitation of student benefits or services (e.g. scholarships, financial aid, work study job).
7. Inappropriate attention of a sexual nature from peer(s), i.e. student to student, employee to employee.

Complaint Procedure

1. Any complaint must be initiated within 180 days from the date one knew or should have known the alleged harassment took place.
2. If a student believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.
3. As soon as a student feels that he or she has been subjected to sexual harassment, he or she should make a written complaint to the appropriate school personnel, or the principal, or his/her designee. The student will be provided a copy of this policy and regulation and made aware of his or her rights.
4. The complaint should state the:
 - a. Name of the complainant,
 - b. Date of the complaint,
 - c. Date of the alleged harassment,
 - d. Name or names of the harasser or harassers,
 - e. Location where such harassment occurred,
 - f. Detailed statement of the circumstances constituting the alleged harassment.
5. Any student who makes an oral complaint of harassment to any of the above-mentioned personnel will be provided a copy of this regulation and will be instructed to make a written complaint pursuant to the above procedure.
6. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.
7. All complaints are to be forwarded immediately to the principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the superintendent. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.
8. If possible, within five (5) working days of receipt of the complaint, the principal, designee or Title IX Coordinator shall commence an effective, thorough, objective, and complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.
9. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter.
10. If the student complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the Title IX Coordinator, or, if he or she conducted the investigation, the superintendent, who shall review the investigator's written report, the information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment. The Title IX Coordinator or superintendent may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing this review, the Title IX Coordinator or superintendent shall respond to the complainant, in writing, as soon as possible.
11. If after a thorough investigation, there is reasonable cause to believe that sexual harassment has occurred, the district shall take all reasonable actions to ensure that the harassment ceases and will not recur. Actions taken in response to allegations of harassment may include appropriate intervention, reassignment, transfer, or disciplinary action.

The harasser and any other students or employees, if appropriate, will be informed that appropriate action shall be taken if further acts of harassment or retaliation occur. If further acts of harassment or retaliation do occur, appropriate action shall be taken.

Copies of this regulation will be distributed to all students.

Title IX Coordinator

The Title IX Coordinator for the Hartford Board of Education is the Assistant Superintendent for Student Support Services whose office is located at 153 Market Street and whose telephone number is 297-8430

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.
Title IX of the Education Amendments of 1972, 34 CFR Section 106.
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Connecticut General Statutes 46a-60 Discriminatory employment practices prohibited.
Constitution of the State of Connecticut, Article I, Section 20.

**Hartford Board of Education
Sexual Harassment Report Form**

The Hartford Board of Education maintains a firm policy prohibiting all forms of discrimination based on sex. All employees and students are to be treated with respect and dignity. Sexual advances or other forms of personal harassment as set forth in more detail in the Hartford Board of Education Sexual Harassment Policy will not be tolerated under any circumstances.

Complainant_____

Home Address_____

Work Address_____

Home Phone_____

Work Phone_____

Date of Alleged Incident(s)_____

Name of Person You Believe Sexually Harassed You_____

List of Any Witnesses_____

Where Did Incident Occur?_____

Describe the incident(s) as clearly as possible, including such things as: what force or physical contact, if any, was used, any verbal statements such as threats, requests, demands, etc., what response(s) did you give; attach additional pages if more space is needed.

This complaint is filed based on my honest belief that _____ has sexually harassed me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief

Complainant Signature_____

Date_____

Received by_____

Date_____

Harassment Complaint Procedure

If an individual believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.

If the offensive behavior **is repeated** following a request to the harasser that it cease, the employee shall have the option of pursuing either an **informal** complaint procedure designed to educate the harasser and to eliminate the problem, or a formal complaint procedure that is defined below.

Any student or employee who makes an **informal** oral complaint of harassment to his or her supervisor, site administrator, counselor, teacher or OTM Director will be provided a copy of these regulations and will be encouraged to pursue the **formal** procedure should the **informal** investigation and intervention, if required, prove unsuccessful in eliminating the objectionable behavior. **HOWEVER, IT IS NOT NECESSARY FOR THE PERSON BEING HARASSED TO WAIT UNTIL THE OFFENSIVE BEHAVIOR IS REPEATED BEFORE FILING A COMPLAINT. OFFENSIVE BEHAVIOR OF AN EGREGIOUS NATURE WOULD WARRANT AN IMMEDIATE AND FORMAL COMPLAINT BE FILED.**

If, following requests to cease objectionable, harassing behavior, said behavior continues, and if the **informal** procedure has also proven unsatisfactory, or unacceptable, the employee may pursue the **formal** complaint procedure which involves submitting a written complaint to his or her supervisor, site administrator, counselor, teacher or OTM Director. The complaint should list the name of the complainant, the date of the complaint, the date of the alleged harassment, the name(s) of the harasser(s), where such harassment occurred, and a detailed statement of the circumstances constituting the alleged harassment.

If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed. See Policy #5141.4, Reporting Child Abuse and Neglect.

All formal complaints and informal complaints involving staff are to be forwarded immediately to the OTM Director unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Executive Director.

Upon receiving a formal complaint, the building level administrator in concert with the OTM Director will, as soon as possible, commence an effective, thorough, objective and complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist.

The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged harasser, and, as appropriate, to all others directly concerned.

If the complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the Executive Director, who shall review the investigator's written report, the information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes harassment. The Executive Director may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing this review, the Executive Director shall respond to the complainant, in writing, as soon as possible.

If after a thorough investigation, there is reasonable cause to believe that harassment has occurred, the district shall take all reasonable actions to ensure that the harassment ceases and will not recur. Actions taken in response to situations of harassment may include reprimand, reassignment, transfer, suspension, expulsion, disciplinary action, or discharge from employment.

The harasser and any other involved individuals, if appropriate, will be informed that appropriate action shall be taken if further acts of harassment or retaliation occur. If further acts of harassment or retaliation do occur, appropriate action shall be taken.

All employees, and supervisors shall be provided copies of the Council policy concerning harassment and the policy will be reproduced in all employee and student handbooks.

Identification Cards

- Students will be provided with a school-issued I.D.
- The ID can be used in the MCC library and as picture identification.
- Students are not to deface their I.D.

Leaving Campus

Under no circumstances should a student be allowed to leave the building without specific permission of the Principal/Assistant Principal.

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration unless they have been approved as a student with Early Release privileges. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. *Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian (from Powerschool contact information).* Children of single parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with a school administrator. The parent or guardian must sign out the student and pick up the student in the school office. If someone other than a parent/guardian picks up the student, the person appearing in the school office should bring a note of identification from the parent or guardian.

In order to leave school grounds during the school day, a student must have a note from his/her parent or guardian. The note must be confirmed and maintained by a staff member in the main office. When the student leaves, he/she must sign out in the main office.

Lockers/Property and Equipment

Students are allowed access to their locker at the following times:

1. Prior to homeroom.
2. After lunch.
3. During passing time.
4. At the close of the school day.

Lockers are the property of the school, loaned to students for their convenience during the school year. Any change of locker location must be approved by a school administrator. Lockers should be kept in good order, not abused and may be opened and subject to inspection from time to time by school officials. Students may not bring in locks from home and attach them to assigned lockers. The right to inspect desks, lockers, laptops, and other equipment assigned to students may be exercised by school officials to safeguard students. School officials may search students, if there is reasonable cause that student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students are warned to not bring large sums of money or valuables to school; liability for these items remains with the students. Students are responsible for any loss of or damage to the property of the school when the loss or damage occurs through fault of the student. Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate. In addition, anyone who witnesses such an act and fails to report it to the proper authorities will be considered as having contributed to that action. Such charges for damaged property will be exactly those which the school must incur to repair the damage.

Loitering

All visitors to a school building are to present themselves at the main office to make their presence in the building known to the administration.

High school students wishing to visit staff members (after school hours) must sign the visitor's book in the office.

Lost and Found

Any articles which are found in the school and or on school grounds should be returned to the main office. Unclaimed articles will be disposed of at the end of each month. Loss or suspected theft of personal and or school property should be reported to the main office immediately.

Lunch

Lunch is held in GPA's Cafeteria. Students are expected to demonstrate good manners and restaurant protocol. Students may either purchase a lunch from the HPS Food Service or bring a lunch from home. Students on either the free or reduced lunch program may be provided with a free lunch or lunch at a reduced cost.

Positive Behavioral Intervention Support (PBIS)

Positive Behavior Intervention Support (PBIS) is a **proactive**, comprehensive, systemic and individualized **continuum of support** designed to provide opportunities to **ALL** students, including students with disabilities, for achieving social and learning success, while **preventing** problem behaviors.

What Does school-wide PBIS mean for GPA?

Great Path Academy focuses on positive behavior support and root causes of challenging behavior issues. We use verbal praise, rewards and positive recognitions to acknowledge positive behavior of students that uphold Great Path Academy's expectations and attributes. As a Middle College Experience High School community, key stakeholders will examine behavior data that includes all aspects of office discipline referrals and student social behaviors. That data will be used to find patterns and address the reasons for the behaviors by developing student behavior plans that meet their needs.

Recognizing and Rewarding Positive Behaviors

GPA staff models positive behaviors and constantly teaches and reinforces school behavior expectations in order to see positive behavior change on a long term basis. GPA has systems and protocols in place in order to recognize our students who live by the expectations and attributes of our school. This includes positive recognition of students that make the right choices and represent our attributes of respect, responsibility and safety.

- Gotcha Paws recognition for fidelity to GPA at-tributes (redeemable at school store)
- High Five, verbal praise, Daily announcements
- "I Make a Difference" campaign
- Students of the Month Assembly for each attribute
- "On a Great Path" post cards

Great Path Academy Behavior Statement

Great Path Academy is committed to providing innovative learning that supports an environment where each student can become college ready through developing the values of self-discipline: to be respectful, to demonstrate effective work habits; to be responsible, and the life skills: to be safe, in order to achieve success.

Great Path Academy Attributes:

Be Respectful:

At GPA, we will treat everyone including ourselves with dignity. We will respect our differences and value our strengths.

Be Responsible:

At GPA, we will be responsible by practicing self-discipline, self-control and honorable academic work and positive social habits.

Be Safe:

At GPA, we will follow policies, procedures and behavior expectations that ensure a positive and safe learning environment for everyone in our school community.

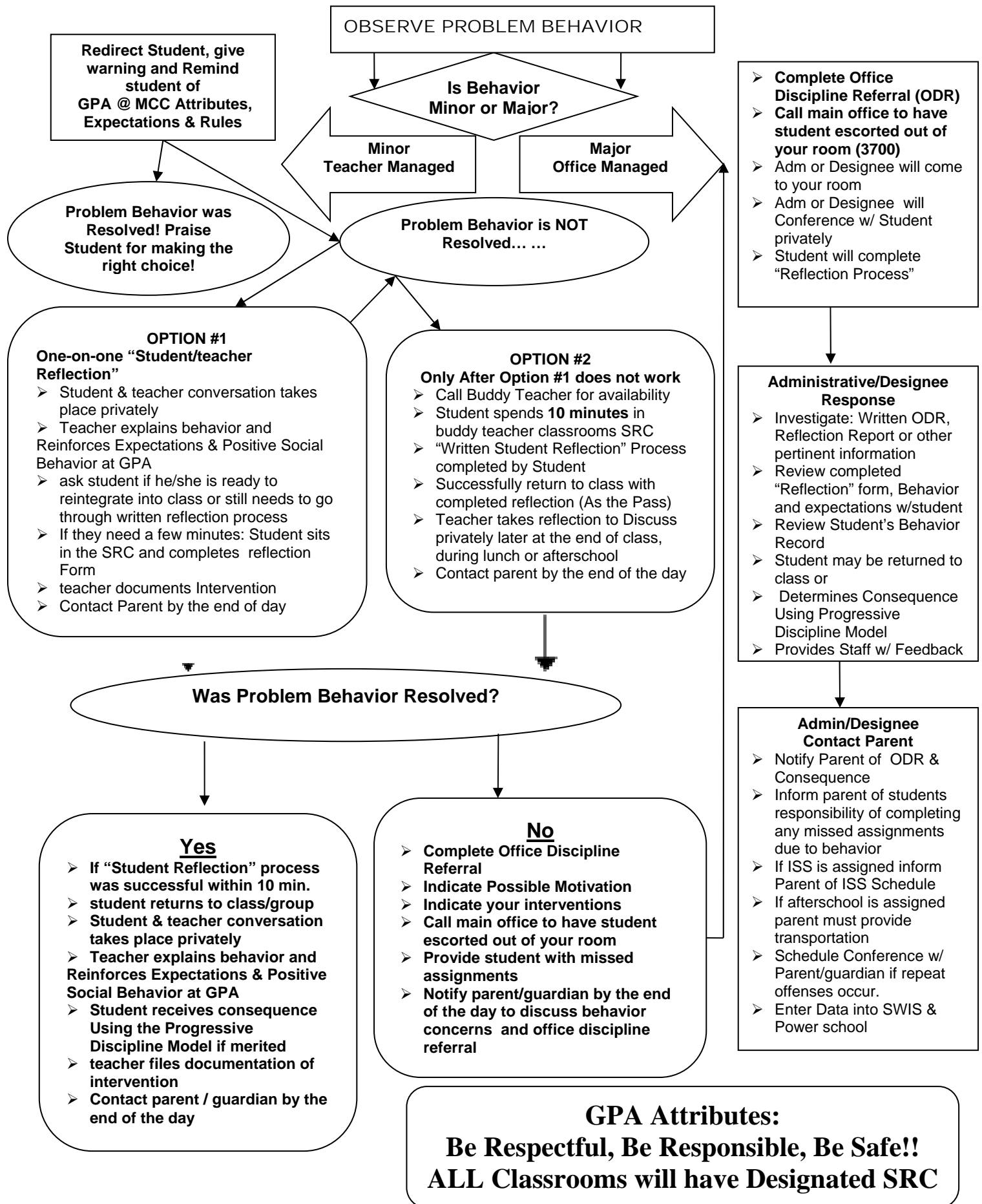
**** Below are examples of the behavioral matrix that we share and discuss with students as well as the discipline procedure flowchart for classroom intervention of disruptive behaviors. ****

Great Path Academy School-Wide Expectations Matrix

| GPA/MCC | Be Respectful | Be Responsible | Be Safe |
|---------------------------|--|--|--|
| <i>All Settings</i> | <ul style="list-style-type: none"> • Use appropriate language & tone • Demonstrate self-control • Respect personal space/property of others | <ul style="list-style-type: none"> • Come prepared to learn • Be on time • Keep personal property secure • Follow GPA uniform policy | <ul style="list-style-type: none"> • Keep hands/feet to yourself • Interact with familiar people • Share concerns with an adult • Keep confidential information only to yourself |
| <i>MCC/GPA Classrooms</i> | <ul style="list-style-type: none"> • Use appropriate language & tone • Active listening. • Say Please & Thank you • Recognize & Respect the opinions, practices or decisions of others even if different from your own | <ul style="list-style-type: none"> • Come prepared for class • Complete all assignments • Follow teacher instructions • Be on time | <ul style="list-style-type: none"> • Keep hands & feet to yourself • Stay in teacher assigned seat • Keep Food or Drinks in your locker • Walk in to class |
| <i>GPA/MCC Hallway</i> | <ul style="list-style-type: none"> • Use appropriate language & tone • Stay in your personal space • Keep hands and feet to yourself | <ul style="list-style-type: none"> • Carry a hallway pass at all times • Walk quickly & quietly to your assigned destination to ensure that you arrive on time • Keep Hallways clean at all times | <ul style="list-style-type: none"> • Always walk on the right side of the hallway • Keep both feet on the ground at all times • Close and lock your locker |
| <i>MCC/GPA Cafeteria</i> | <ul style="list-style-type: none"> • Use appropriate language & tone • Sit appropriately • Be Respectful of surrounding MCC work areas | <ul style="list-style-type: none"> • Keep area clean • Manage your own time • Only allowed in this area during assigned food service breakfast & lunch period | <ul style="list-style-type: none"> • Stand in line in order of arrival • Stay in own personal space • Walk on the right side of the hallway and exit toward the gym • Report suspicious behavior |
| <i>Buses</i> | <ul style="list-style-type: none"> • Quietly wait for your bus to arrive • Use appropriate language • Recognize & Respect the opinions, practices or decisions of others even if different from your own | <ul style="list-style-type: none"> • Follow bus expectations • Be accountable for your words, and actions • Stay in your seat at all times | <ul style="list-style-type: none"> • Stay in your seat at all times • Keep Hands, Feet & objects to your self • Exit the bus in an orderly way once the bus has stopped |

Great Path Academy @ Manchester Community College

Discipline Procedure Flowchart 2014-2015



Parent Involvement/Conferences/Communication

Parents are encouraged to become partners in their child's education. Conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference. A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are generally held during schools hours, but every effort will be made to accommodate parents' schedules.

School Resource Officer

Officer Eric Pagel, MCC Police

What is a School Resource Officer?

The School Resource Officer program is designed to place a certified law enforcement officer within the educational environment. The goal is to work closely with the school administration and staff to provide a safe learning environment, law related education, and the knowledge of a trained law enforcement officer on campus.

Goals as a School Resource Officer?

- Help bridge the gap between police and students and increase positive attitude toward police.
- Reduce and prevent crime within the building by helping students formulate awareness of rules, authority and justice.
- Teach crime prevention.
- Take a personal interest in students and their activities.
- Provide students a realistic picture of the local law and legal system.

Who is referred to the School Resource Officer?

- Any student(s) who have been a victim of a crime within the school. Students who are experiencing problems in their home who may be seeking guidance or advice.
- Students looking to be educated on what the job as a police officer actually entails.
- Any student or staff who may have a security concern which may jeopardize the safety of the school should report this to the SRO immediately.

Where the School Resource office is located:

- The office is located in the gym.

School Rules and Expectations

Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates HPS policies even if such conduct occurs off school property and during non-school time.

- Alcohol, drugs and tobacco are forbidden on school property.
- Smoking is also prohibited.
- Displaying of gang related signs, symbols or gestures with hands are prohibited.
- Bullying is not allowed per state law and all allegations will be investigated and in confirmed cases discipline will follow. Teachers are required to put events of bullying that they witness in writing to the administration.

Suspension and Expulsion/Due Process

Student Discipline - Suspension/Expulsion; Due Process.

Policy No 5131

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

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

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

See Board Policy No 5131 for more complete information.

I. Definitions

A. **“Detention”** is the retention of a student in a supervised classroom during lunch or after school for disciplinary reasons. This time may be assigned by a teacher or administrator. After school detentions will begin at 2:30 and conclude at 3:30 unless otherwise specified. Students assigned a detention must adhere to the following rules:

1. Students will do academically oriented work for the entire detention. That means students are responsible for bringing school related work or something to read.
2. Students are to remain silent for the entire detention.
3. Any student violating detention procedures will be assigned a further consequence. The teacher in charge may extend the detention time that particular day or issue an additional day of detention.
4. Students who refuse to attend after-school detention for two (2) consecutive days will result in an in-school suspension.
5. Parents or guardians will be given 24-hour notice.
6. Detention may be served on the same day of the infraction with parental permission.
7. Students are responsible for arranging their own transportation from detention.

Teachers or administrators assigning a detention will contact the parent or guardian. Upon the issuance of a third detention over all, a parent-teacher meeting will be called to review expectations as stated in the student contract.

B. **“Suspension”** means an exclusion from school privileges, for disciplinary reasons by an authorized member of the administrative staff for not more than ten consecutive days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed. Should a student with disabilities be subject to suspensions totaling 10 days or more during one school year, a Planning and Placement Team (PPT) review must be requested of the local school district to evaluate the placement. A student may be suspended for conduct as described in Section II, A through K. Suspension applies to students enrolled in HPS programs whether by IEP, district authorization, or as private payers.

C. **“In-School Suspension”** from regular class activities (Permitted by Public Act 79-236) may not exceed five consecutive days; extend beyond the school year; and be imposed more than 15 times or have more than a total of 50 days in one school year, whichever is fewer. Authorized school administrators may impose in-school suspension only in cases where a student’s conduct endangers persons or property or seriously disrupts the educational process or is violative of publicized policy. In-school suspension may not be imposed on a student without an informal hearing by the Principal. It is a disciplinary alternative to the traditional student suspension. The same due process safeguards which apply to suspended students shall apply to students who have been excluded from classroom activity under an in-school suspension. In-school suspension applies to students enrolled in HPS programs whether by IEP, district authorization, or private payers.

Should an In-school or Out of School suspension be required, a parent-teacher meeting will be called by the class advisor to review expectations as stated in the student contract.

D. **“Expulsion”** means the exclusion from school privileges for more than ten consecutive school days by the sending Board of Education provided such exclusion shall not extend beyond the length of one school year, normally 180 days. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed. Any student suspended more than ten times or a total of more than 50 days in one school year, whichever results in fewer days of exclusion, shall be deemed to have been excluded from HPS pursuant to section D of this policy.

The local Board of Education enrolling the student in a HPS program may expel a student from the Local Education Agency (LEA) if, after a full hearing, the LEA’s Board finds that the student’s conduct endangers persons or property, is seriously disruptive of the educational process, or is violative of a publicized Board of Education policy.

E. Exclusion and Termination of Program Placement

HPS may exclude a student from any of its special education programs, whether placed by IEP, or by parental **choice**, for the reasons noted in this policy. Notwithstanding any other provisions of this policy, HPS may terminate a student's program placement when, in the Principal/Executive Director's judgment, it no longer has the capacity to deal with the student's behavior or conduct, or the program is no longer appropriate for that student. HPS shall give notice to the local education agency prior to such exclusion and termination of placement. HPS programs shall notify the student's local district immediately of HPS action to exclude or terminate the HPS program placement of the student along with the reasons. Such an exclusion from HPS programs will be in accordance with state and federal law pertaining to a change in placement. In the case of a hearing, stay put conditions may apply.

II. Actions Leading to Suspension or Exclusion and Termination of Program Placement

The following breaches of conduct on school property, school transportation, or at any school-sponsored activity may lead to consideration of suspension or exclusion and termination of program placement. Off-site misconduct which directly affects the orderly operations of HPS may also be grounds for suspension or exclusion and termination of placement in HPS schools/programs. The wearing of gang related colors, symbols, or the displaying of gang related signs/gestures with their hands is prohibited. It is considered a very serious offense which will result in disciplinary action.

- A. Willfully striking or assaulting a student or any member of the school staff.
- B. Theft.
- C. The use of obscene or profane language or gestures.
- D. Deliberate refusal to obey a member of the school staff.
- E. A walkout from or sit-in within a classroom or school building.
- F. Blackmailing, threatening or intimidating school staff or other students.
- G. Possessing in school, on school grounds or at school-sponsored activity any kind of weapon or dangerous instrument, including a pistol, firearm, knife, blackjack, martial arts weapon, etc.
- H. The willful destruction of school property.
- I. Possession, purchase or offering for sale or distribution of a controlled substance, as defined in Connecticut General Statutes.
- J. Sexually harassing any individual.

Under Connecticut General Statutes, LEA's must expel students: (1) found to be in possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school grounds or at a school-sponsored activity; (2) found to be in possession of a firearm on school grounds or found to have possessed or used such a firearm, dangerous instrument, deadly weapon or 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 under Connecticut General Statutes, 10-76a et seq., and 504 of the Rehabilitation Act.

The disciplinary exclusion of students with disabilities attending HPS schools/programs requires review by the HPS program staff, LEA's and appropriate others in order to establish whether misbehavior is a manifestation of the student's handicapping condition consistent with applicable state and federal law.

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record.

10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, and PA 98-139.

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA-94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Education America Act, Pub. L. 103-227

18 U.S. C. 931 Definitions

Title III – Amendments to the Individuals with Disabilities Education Act

Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.

P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education

Weapons and Dangerous Instruments

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

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

School Ceremonies and Observances

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

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

Legal Reference: Connecticut General Statutes

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

Search and Seizure Policy

Students are entitled to the guarantees of the Fourth Amendment and they are subject to reasonable searches and seizures. HPS/MCC officials are empowered to conduct reasonable searches of a particular student and HPS/MCC property when there is reasonable cause to believe that the student may be in possession of drugs, weapons, alcohol, stolen property and other materials in violation of HPS policy or state law.

According to the decision of the Supreme Court of the United States, "a student may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated either the law or the rules of the school." A particular student's effects are also subject to the same rule. Effects may include automobiles located on school property.

The scope of the search must be "reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction."

Legal Reference: Connecticut General Statutes
46b-121 "Juvenile matter" defined Authority of court. Fee.
46-b124 Confidentiality of records of juvenile matters. Exceptions.
46b-134 Investigation by probation officer prior to disposition of delinquency case.
Physical mental and diagnostic examination.
46-b140 Disposition upon conviction of child as delinquent.
53-206c Sale, carrying and brandishing of facsimile firearms prohibited. Class B misdemeanor.
54-761 Records confidential. Exceptions.
10-233a through 10-233g re: student suspension, expulsion...Public Act 94-221
Public
Act 95-304
10-233h Arrested students. Reports by police to superintendent, disclosure, confidentiality

Use of Metal Detectors

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

Desks and School Lockers

Desks and school lockers are the property of the schools. The right to inspect desks and lockers assigned to students may be exercised by school officials to safeguard students, their property and school property with reasonable care for the Fourth amendment rights of students.

The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator may search a student's locker or desk under three (3) conditions:

1. There is reason to believe that the student's desk or locker contains the probable presence of 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(s) have been informed in advance that school Board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of student and the school are contained therein.

Use of drug-detection dogs and metal detectors, or similar detective devices may be used only on the express authorization of the Hartford Public Schools.

District officials may seize any item which is evidence of a violation of law, Council policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy, regulation or rule.

Student Search

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 the scope of the search must be reasonably related to the objectives of the search and the nature of the infraction.

Students may be searched by law enforcement officials on school property or when the student is under the jurisdiction of the district upon the request of the law enforcement official. Such requests ordinarily, shall be based on warrant. The school Principal or designee will attempt to notify the student's parents in advance and will be present for all such searches.

Legal Reference: Connecticut General Statutes 10-221 Boards of education to prescribe rules
New Jersey v. T.L.O., 469 US 325; 105 S.Ct.733

Physical Restraint and Seclusion of Students at Risk

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

Definitions

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

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

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

The term does not include:

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

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

Restraint Procedures

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

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

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

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

Physical restraint will not be used as discipline.

Seclusion Procedures

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

Seclusion should typically not exceed one hour.

Seclusion will not be used as discipline.

Monitoring of Physical Restraint and Seclusion

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

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

Documentation of Physical Restraint and Seclusion

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

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

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

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

Training

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

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

Transportation

Bus Students

Students taking the school bus to and from school will be picked up and dropped off in the bus lane directly in front of the main entrance.

Van/Minivan Students

Students taking a van or minivan to or from school will be picked up and dropped off at the smaller semi-circle next to the MCC Library.

Student Use of Automobiles and Pick-ups

At Great Path, seniors and students who reside in towns without transportation to Great Path have a privilege to drive their own cars and park in accordance with MCC policy on student parking.

All other students must obtain permission from school administration prior to driving themselves to school. Student use of automobiles is a privilege and is governed by HPS policy and motor vehicle laws. Disregard for safety and improper use may be cause to revoke the privilege. Student drivers and students being picked up will park and or be picked up/dropped off in the East Lot.

Behavior on School Buses

Bus privileges are extended to students conditional on their satisfactory behavior on the bus. Students are hereby advised that they may be suspended from transportation services for unsatisfactory conduct while waiting or receiving bus transportation to and from school which endangers persons or property or violates HPS policy or administrative regulations. Video surveillance may occur on school buses.

Bus Company Contact Information

Transportation for Great Path Academy students is provided by each individual sending district. Please contact your town's transportation department to determine your student's plan. Listed below are all sending district's transportation department telephone numbers. If you need additional assistance, please contact GPA's main office.

| | |
|---------------|----------|
| Bolton | 643-1569 |
| Coventry | 742-4505 |
| East Hartford | 622-5139 |
| Glastonbury | 652-7213 |
| Granby | 844-5253 |
| Manchester | 647-3476 |
| Hartford | 695-8471 |
| Tolland | 875-6378 |

SAT and Subject Tests

The testing dates for the SAT and Subject Tests are available at www.collegeboard.com. For more information and assistance registering, contact GPA's guidance counselor or www.collegeboard.com. All juniors will take the PSAT in school in the fall. Parents are responsible to pay any fees not covered for such administration.

Access to Student Records and Confidentiality

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

Textbook Care and Obligations

Students are responsible for the care of books and supplies entrusted to their use. They will be assessed damage to textbooks, equipment or materials. In accordance with state law, the Great Path Academy reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks or other loaned educational materials.

Visitors to GPA

All visitors must sign in at the main office and will be issued a visitor badge before entering any other areas of the school. If parents want to see a teacher or a grade level team, an appointment should be set up prior to the visit.

On-Campus Recruitment

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

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

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

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

(cf. 5124 - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.

Working Papers

The Connecticut State Department of Labor requires students under 18 years of age to obtain working papers to prove eligibility for employment. Students should bring their written “promise of employment” for the employer providing the work to the main office. The appropriate paperwork will be issued to the student.

Conducting Research in the Schools

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

Application Procedures

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

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

Review Process

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

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

1. Can the research be carried out without interfering with the teaching-learning process for students or staff?
2. Can school time reasonably be devoted to the request?
3. Are the instruments and/or instructional materials appropriate for use in the school setting?
4. Are the dignity and personal rights of those who would be involved in the study protected?
5. Is there any potential for invasion of privacy of students, families or employees?
6. Does the informed consent letter provide a clear and accurate description of the research?
7. Does the request contain a convincing statement of how the research may be useful?
8. Is the research relevant to the mission of the school district rather than relevant to the goals of the sponsoring individual or agency?
9. Does the proposal appear feasible?
10. Does the design of the proposal achieve what is expected?
11. Is the proposal consistent with District policies?
12. Has the proposal been approved by the institution or funding agency with which the research is affiliated? If applicable, has the research been approved by "rights of human subjects" or other institutional review committee?
13. Does the research plan ensure confidentiality of sources of data?

Approval and Monitoring Procedures

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

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

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

Suggestions for Informed Consent Letters

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

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

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

Great Path Academy

Student Contract

We are presenting this student contract as a means of ensuring that students who enroll are aware of and embrace the unique aspects of the exciting educational model at Great Path Academy.

By reading and signing below, students demonstrate their understanding of our unique program and agree to support the following statements:

- ❖ I welcome my integration into the College community and believe I am able to handle the freedom and responsibilities associated with a college campus. Students are responsible for learning and following Manchester Community College Student Disciplinary Rights and Privileges. They are also responsible for following MCC procedures regarding student responsibilities.
- ❖ I recognize that the mission of inter-district magnet schools is to reduce racial, ethnic, and economic isolation and as such I will be a member of a diverse student body drawn from rural, suburban, and urban communities.
- ❖ I support GPA's mission to infuse career education goals, and understand that I may be involved in both on-campus internships and off-campus work experiences. I understand I am responsible for arranging transportation with my family during the off-campus work experience component of our program.
- ❖ I understand the role of Academic Advisement, and I will use this portion of my school day wisely by seeking assistance from teachers, scheduling my time appropriately, and capitalizing on learning opportunities.
- ❖ I recognize that GPA's academic calendar aligns with the college calendar and does not always reflect a traditional high school schedule.
- ❖ I understand that in addition to the minimum state requirements for graduation, I will need to complete successfully, the Academic Advisement Program.
- ❖ I have read and will abide by GPA's attendance policy.
- ❖ I understand that as a "choice program" in Connecticut, Great Path Academy is committed to enrolling a student body that has voluntarily elected to enroll in our school. If I demonstrate a sustained lack of commitment to GPA's program, I will expect to participate in a parent/school meeting to discuss my status in the program.
- ❖ I understand that I am not permitted to leave campus grounds during GPA's official school day without parental permission. I recognize that my ability to drive to GPA is a privilege, and that this privilege can be revoked.
- ❖ I understand that GPA is a less restrictive environment than a traditional high school, and I accept the responsibility that accompanies this setting. I recognize that there are no bells and I will need to exercise self-discipline in order to function effectively on a college campus.
- ❖ I understand that the faculty and staff at Great Path Academy are committed to my academic success, and are eager to support me as a life-long learner.

Student signature

Date

Great Path Academy

Parent Contract

We are presenting this student contract as a means of ensuring that students who enroll are aware of and embrace the unique aspects of the exciting educational model at Great Path Academy.

By reading and signing below, parents/guardians demonstrate their understanding of our unique program and agree to support the following statements:

- ❖ I welcome my child's integration into the College community and believe he or she is able to handle the freedom and responsibilities associated with a college campus. Students are responsible for learning and following Manchester Community College Student Disciplinary Rights and Privileges. They are also responsible for following MCC procedures regarding student responsibilities.
- ❖ I recognize that the mission of inter-district magnet schools is to reduce racial, ethnic, and economic isolation and as such my child will be a member of a diverse student body drawn from rural, suburban, and urban communities.
- ❖ I support GPA's mission to infuse career education goals, and understand that my child may be involved in both on-campus internships and off-campus work experiences. I understand parents are responsible for arranging transportation during the off-campus work experience component of our program.
- ❖ I understand the role of Academic Advisement, and I will encourage my child to use this portion of his or her school day wisely by seeking assistance from teachers, scheduling time appropriately, and capitalizing on learning opportunities.
- ❖ I recognize that GPA's academic calendar aligns with the college calendar and does not always reflect a traditional high school schedule.
- ❖ I understand that in addition to the minimum state requirements for graduation, my child will need to complete successfully the Academic Advisement Program.
- ❖ I have read GPA's attendance policy, and will do my part to ensure that my child attends school consistently and arrives on time.
- ❖ I understand that as a choice program in Connecticut, Great Path Academy is committed to enrolling a student body that has voluntarily elected to enroll in our school. Thus, I will support his or her exit from the program if my child demonstrates a sustained lack of commitment to GPA's program.
- ❖ I understand that my child is not permitted to leave campus grounds during GPA's official school day without parental permission. I recognize that my child's ability to drive to GPA is a privilege, and that this privilege can be revoked.
- ❖ I understand that GPA is a less restrictive environment than a traditional high school, and that my child will need to accept the responsibility that accompanies this setting. I recognize that there are no bells and my child will need to exercise self-discipline in order to function effectively on a college campus.
- ❖ Should my child fail any required courses for graduation, I am prepared to support his or her enrollment in a summer school program.
- ❖ I understand that the faculty and staff at Great Path Academy are committed to my child's academic success, and they are eager to support my family in our common goal of life-long learning.

Parent/Guardian signature

Date

To The Parent and Minor Student
Attending Manchester Community College

It is imperative that parents and their minor children understand that the students are entering a college environment and that carries with it certain possible scenarios, not all of which can be anticipated. Thus, the atmosphere of classes will frequently reflect the diverse adult population served by MCC.

Please be aware of the following:

1. MCC is much more rigorous and much less guided than secondary educational coursework.
2. The courses taken will establish an official transcript that will follow the student throughout the student's college and/or university career.
3. Adult themes and diverse perspectives are essential to MCC materials and discourse.
4. Any student who registers in MCC courses is responsible for maintaining at least a "C" (2.00 on a 4.0 scale) cumulative grade point average.
5. MCC will not act in a parental or supervisory role.
6. A parent or guardian may not attend a course in which their student is registered unless the parent or guardian is registered.
7. A student who registers in MCC courses is fully responsible for complying with all policies and procedures of MCC. This includes being aware of and adhering to the MCC Code of Conduct.
8. Instructors cannot discuss students' attendance, grades or progress with the parents over the phone and/or in person without observed written consent of the student.
9. Instructors cannot inform parents when classes are cancelled at the last minute or when the class ends prior to the appointed time.
10. Attendance is required, but not monitored. Most likely, no one will call if the student misses class.
11. Students under the age of 18 will be required to have adult supervision for certain student activities related to student clubs and student organizations. In other instances, the student will be required to provide a signed release form.

Special note to parents, Right of Access:

I have read and understand that according to state and federal regulations, my minor's college records are available to me only with the observed written consent of the student.

Parents of community college students **do not** have a right of access to their children's student records, regardless of whether the student is under 18. In accordance with this regulation, students' college records will be released to parents only with the observed written consent of the student.

I have read and understand the above statements.

Signature: _____

Date: _____