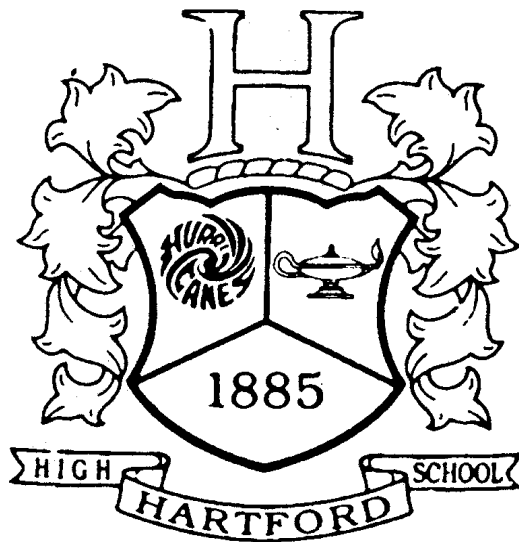


HARTFORD HIGH SCHOOL



2017-2018

STUDENT / PARENT HANDBOOK

MISSION STATEMENT

Hartford High School challenges students to take primary responsibility for achieving personal, academic, and career goals and supports them in that process.

We believe that students learn best when their physical, emotional, and social needs are met; multiple instructional environments are needed to address a diverse population of learners; and individual growth results from high expectations and continuous self-improvement.

We expect that the following 21st century learning expectations will be achieved:

- 1. Communicate effectively across all disciplines and circumstances*
- 2. Utilize traditional and technological applications to solve problems*
- 3. Demonstrate the ability to work toward a common goal*

DISTRICT EMPHASIS ON A RESPECTFUL SCHOOL CLIMATE FOR ALL

It is the responsibility of each student to contribute to a safe, respectful and productive learning environment by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the School District. Those behaviors that create an intimidating, hostile, or offensive environment, including: harassment, making threats, hazing and bullying, will be considered violations of the appropriate policy and subject to the school's or district's disciplinary system. The consequences for violations of these policies may include, but not be limited to, detention, suspension or expulsion. The following are expected of all students while on school property and/or when engaged in school-related functions:

- A. Students are expected to behave toward others in a respectful and courteous manner, respect the rights of others and exercise self-discipline.
- B. Students shall refrain from expressing personal prejudices against any individual or group.
- C. Students are expected to respect the property of the school district and that of others.
- D. A primary goal of the school district is to ensure that all students have the opportunity to learn and develop their abilities. No student has the right to interfere with the right of others to learn or to conduct themselves in a manner that disrupts or deprives others of the opportunity to participate in the educational process.
- E. Students are expected to comply with the instructions and directives of all duly authorized staff members. Students are expected to accept reasonable consequences for breaking school or district rules. Appeals may be made to faculty and administrators by students who believe instructions to be improper or unjust, but only after complying with them.
- F. Students are expected to attend school every day and be on time.
- G. Students are expected to identify themselves, if asked to, by a district employee.
- H. Students are expected to be honest and discharge their responsibilities to the best of their ability.
- I. Students are expected to dress appropriately for school. Clothing shall not distract others from school work or reflect themes that are offensive or disrespectful to others.

Hartford High School is accredited by the New England Association of Schools and Colleges.

Aug.22,23,24,25	In-service days (no classes for students)	T = Teacher In-service Days (No classes for students)	
Aug. 29	First day of school for students	D = Early Dismissal for Students (1/2 day in-service)	
Sept.4	Labor Day (school closed)	H = Holiday; School closed for students and teachers	
Oct.9	In-service day (no classes for students)	X = School closed for students and teachers	
Nov.2	Early dismissal for students	S = Snow-day make-up day if needed	
Nov.3	No classes students/K-8 Parent Conferences	PC = Parent-teacher conferences	
Nov.10	Veterans Day (school closed)	G = Graduation	
Nov.22,23,24	Thanksgiving Recess (school closed)		
Dec.23-Jan.1	Holiday Recess (school closed)	First Quarter Ends:	Oct.27 (42 days)
Jan.15	MLK Day (In-service/no classes for students)	Second Quarter Ends:	Jan.12 (44 days)
Jan.16	In-service day (no classes for students)	Third Quarter Ends:	Mar.30 (47 days)
Feb.19-23	Winter Recess (school closed)	Year Ends: If no snow days	Jun.6 (42 days)
Mar.22	Early Dismissal for students		
Mar.23	No classes students/Elem. Parent Conferences	First Trimester ends:	Nov.17 (55 days)
Apr. 16-20	Spring Recess (school closed)	Second Trimester ends:	Mar. 9 (64 days)
May28	Memorial Day (school closed)	Third Trimester ends:	Jun.6 (56 days)
Jun.6	Last student day if no snow days	June 6	Last student day if no snow days (175 days)
Jun.7	In-service day OR 1 st snow make-up day	June 7	Last teacher day if no snow days (185 contract days)
Jun.7,8,11,12,13	Snow-day make-up days (up to 5)	June 13	Last teacher and student make-up days if 5 snow days
Jun.8	Graduation	June 8	Graduation
		Student days must equal 175 and teacher days must equal 185	

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A Message from Hartford High School Administrators

Dear Hartford High School Students:

On behalf of the faculty and staff, we are pleased to welcome you as you begin a new academic year at Hartford High School. As you prepare to return to school, we encourage each one of you to make a personal commitment to fulfilling your highest potential as a student and as a human being.

Hartford High School is more than just an academic institution. It is a community of people who work together, striving to meet their responsibilities to one another, their families, school and themselves. Like all institutions, Hartford High School has rules and procedures that continue to evolve to protect the rights of the individuals as well as provide for the smooth functioning of the learning community.

This student handbook contains important information about the rules and regulations of the school. It should be read in conjunction with the Course Catalog which contains valuable academic information. We urge you and your parents to read this handbook carefully. After reading it, we ask you and your parents/guardians to sign the form which is located on the last page of this handbook and return it to the main office by the end of the first week of school.

Again, we welcome you. Our hope is that you will apply yourselves to your studies and in turn make the most of the educational opportunities that are available to you at Hartford High School both in and out of the classroom.

Sincerely,

Nelson Fogg, Jr.
Principal

Jeff Moreno
Assistant Principal

Roy Hathorn
Coordinator of Student Supports

SCHOOL DISTRICT AND HARTFORD HIGH SCHOOL CONTACTS

School District Directors

Kevin Christie, Chair
Michelle Boleski
Lori Dickerson
Peter Merrill
Nancy Russell

Central Office Administration

Thomas DeBalsi, Superintendent of Schools
James Vezina, Chief Financial Officer
Noel Bryant, Assistant Superintendent of Schools
Elizabeth Barker, Director of special Education Programs

High School Administration

Nelson Fogg, Jr., Principal
Jeff Moreno, Assistant Principal
Roy Hathorn, Coordinator of Student Supports

Supervisors

Byron Baribeau, Director of Facilities
Eric Christie, Director of Technology
Nancy Raymond, Director of Food Service

FREQUENTLY USED PHONE NUMBERS

Superintendent of Schools	295-8600
Main Office	295-8610
Principal	295-8610 ext. *2190
Assistant Principal	295-8610 ext. *2505
School Counseling Office	295-8610 ext. *2369
Substance Abuse Counselor	295-8610 ext. *2616
School Nurse	295-8610 ext. *2102 or *2602
Library	295-8610 ext. *2616

Please see our website for updated phone information.

Web Page Address: www.hhsvt.com

FACULTY AND STAFF 2017-18

Updated 08/25/17

504 Plans

Kara Hall

Academic Support Center

Scott Johnson

Administrative Team

Nelson Fogg, Principal

Roy Hathorn, Coord. Student Support

Jeff Moreno, Assistant Principal

Sabrina Brown, Coordinator

Administrative Assistants

Rena Burnett, Counseling Office

Sandi White, Counseling Office

Robin Martin, Main Office

Jennifer McGonigal, Principal's Office

Art

John Mitchell

Ann Thorp

Athletic Programs

Mary Hanson, Secretary

Luna Ricker, Athletic Trainer

Jeni Frechette, Athletic Trainer

Counseling Services

Cindy Edson, Dept Chair

Barbara Mason

John Sanchez

Karen Allen

Custodians

Jeff Hall, Head Custodian

Gary Ladeau

Marty Maloney

Andy Potter

Mary Roberts

Shawn Merrill

Driver Education

Kara Hall

Mark Hamilton

English

Kara Garrow

Ben Gardner

James Dixon

Jon Grobe

Michael Landau

Erin Stevens

Melissa Wyman, Dept Chair

English Language Learners

Lisa Burton

Food Service

Anton Prikazchikov

Christine Hutchins

Debra Rich

Honors Program

Doug Anton

Learning Consultants

Skylar Aldrich

Courtney Aucoin

Sarah Wellman

James Chartrand

Patty Hodgdon-Dickman

Nicole Racicot

Art Rafus, Paraprofessional

Erik Skarston

Bill Viuelleux, Paraprofessional

Math

Martha Cochran

Tim MacDonnell

Joe James

Nancy Kent, Dept Chair

Anna Pauly

Mathew Pause

Abigail Markowski

Music

Danielle Conerty, Instrumental &

Department Head

Andrea Nardone, Choral

Nurse

Kacey Murphy

Physical Education

Marc Bucklin

Luna Ricker

Heather Scudder

Physical/Speech/ Occupational Therapy

Julie Arnold, Speech/Language

Leigh Prince, OT

Planning Room

Faith Hunt

Library/ Technology Coordinator

Margaret Cintorino

Quest

Bill Elberty, Coordinator

Regional Resource Center

Mary Bouchard, Dept Chair

Corilynn Butterfield, Paraprofessional

Kim Carroll

Rick Clavelle

Claire Courtney, Jobs Trainer

Kit Farnsworth

Steve Gagliardone

Kassie Hilliker, Paraprofessional

Danielle Hoyt, Paraprofessional

Sarah Jacobs, Paraprofessional

Mona O'Brien-White, Paraprofessional

Kathy Mason, Paraprofessional

Maggie Simmons, Paraprofessional

Science

Diane Brzozowski

Evan Ellerson

David McCoy, Dept Chair

Ryan Gambero

Roosbeh Nazari

Patricia Murray

Student Assistance Provider

Pam Ashton

Social Studies

Doug Anton

Angela Conrad-Schlager

Shannon Johnson, Dept Chair

Alexis Nelson

Izzy Provoncha

Technology

Mike Hathorn, Dept Chair

Wellness

Sarah Lemieux

World Language & Culture

Katy Allis-Paredes

Thatcher Hinman, Dept Chair

Katie Hluchyj

Scott Tarbox

INFORMATION & REGULATIONS

Academic Resource Center

Academic support is available to all students in the designated Academic Resource Center (ARC). The ARC is staffed by qualified personnel during the school day. Computer access is also available to students who have course-related needs to Internet access or word-processing time.

Alternative Pathways to High School Completion

We will work with students who are seeking alternative pathways to a high school diploma. Please contact the counseling office if interested.

Attendance: Absences, Tardiness & Truancy

Each student's school attendance record is very important. College admission officials and future employers carefully evaluate attendance records.

Absences

1. The student's parent/guardian must call the school office 359-4612, **BEFORE 8:15 AM** indicating the reason for the absence. Upon returning to school, the student must bring a note to the office explaining the reason for his/her absence.
2. Advance notice should be given on all absences except illness. Parents/guardians should contact the school by phone to make arrangements for absences.
3. Students must make up all missed schoolwork within a reasonable amount of time (normally one week). Faculty members will make every effort to assist students in making up work missed due to excused absences. For unexcused absences, the teacher is under no obligation to allow the student to make up assignments missed.
4. Students involved in school activities must be in attendance all day and on time to each class. Any exceptions must be cleared by the principal or his designee before participation takes place.
5. Students arriving after 7:46 AM must always check into the main office for attendance purpose. If they leave school during the school day for a medical, dental, or emergency reason ALL STUDENTS MUST SIGN OUT AT THE MAIN OFFICE.

The following are examples of acceptable reasons for excused absences:

Illness, death in the family, a court appearance, dental or medical appointments, appointments with government officials, family vacations, and verified visits to colleges through the counseling office.

The following are examples of unacceptable reasons for excused absences:

Deer hunting, working, babysitting, meetings, shopping trips, hair appointments, and car trouble.

Tardiness

1. Teachers will enter a tardy for a student who arrives late to their classes without a pass or an acceptable reason for the lateness in every block or half-block class.
2. The teacher, other than first block, will determine what an acceptable reason for lateness to class is and discipline students according to their individual policies.
3. Tardies and absences to school will be reported on the student report card.
4. Students will be progressively disciplined for an unacceptable number of tardies to school.
5. Students with an unexcused tardy are not eligible to participate in a sport or extracurricular activity on that day.

Truancy

Cutting classes, or not attending school without permission, is truancy, and the student will be subject to disciplinary action under the Discipline Code (see page 22).

It is the policy of the Hartford School District that:

1. Truancy is a violation of the law and the parent/guardian is the responsible party.
2. If a child is truant but not disabled, the school has the responsibility of notifying the truant officer who must then deal with the parent(s)/guardian(s). The school's responsibility is to educate the child when in attendance.
3. However, nothing contained herein shall preclude the school from providing such support services (parent-teacher conferences, counseling for the child, etc.) as are deemed appropriate.

4. If a child has not previously been identified as disabled and eligible for special education, and it appears a disabling condition is substantially related to truancy, the school must notify the parent(s)/guardian(s) of this concern and request permission to assess the child's condition.
5. If truancy is found to be substantially related to the disabling condition, then Hartford High School is required to provide an appropriate education.

Daily Bell Schedule
2017-18

Advisory 7:45 - 8:10 (*Monday, Tuesday, Thursday and Friday**)

Block 1 A 8:15 - 8:50

Block 1 B 8:50 – 9:30

Block 2 A 9:35 - 10:10

Block 2 B 10:10 – 10:50

"H" Block 10:50 - 12:05

"H" Block A 10:53 - 11:15

"H" Block B 11:18 - 11:40

"H" Block C 11:43- 12:05

Block 3 A 12:10 - 12:45

Block 3 B 12:45 – 1:25

Block 4 A 1:30 – 2:05

Block 4 B 2:05 – 2:45

*There is no Advisory on Wednesdays; school will begin at 8:15 for all students.

Bomb Threat Policy

While we intend to respect the legitimate privacy interests of all persons, it is lawful for school authorities, within constitutional boundaries, to conduct reasonable examination of personal property on school grounds, including but not limited to lockers, desks, backpacks, book bags, and automobiles. In the event of a bomb threat, items may be searched in order to assure the safety and protection of people and property.

Any academic time lost as a result of a bomb threat will be rescheduled, either on a weekend, vacation day, or following what would otherwise be the end of the school year.

In addition, under State law, the making of a bomb threat is a very serious criminal offense, punishable for even a first offense by as much as two (2) years in prison and a \$5,000 fine. Making such a threat may also lead to civil liability.

Copies of the Bomb Threat Policy are available from the principal or the superintendent's office.

Building Use Before and After School Hours

The following regulations pertain to after school regular hours:

1. The building will be open to students from 7:00 AM to 3:30 PM on school days.
2. Students in the building and not under the direct supervision of a staff member must report to the H-Lobby after school. Students may not wander the halls.
3. Students wishing to be in the building after 3:30 must make prior arrangements with an adult.

Bus Policy

All students are expected to behave properly when riding on a school bus. The bus driver has complete authority. Misbehavior may result in denial to be transported on the bus. Students who break the bus rules and policies will be reported to the principal (or designee) who may deny any student the privilege to ride the school bus. The driver must report all offenses to the student's principal or transportation supervisor, as soon as possible. The principal, on receipt of report shall:

- | | |
|-------------------------|--|
| 1 st offense | Notify the parent/guardian and issue a warning to the parent/guardian and the student that a repeated infraction will cause denial of riding privileges. The infraction form and letter will be retained for one year from date of the infraction. |
| 2 nd offense | The student will be denied riding privileges for a period of time, the Hartford School District recommendation is ten (10) days. The parent/guardian will be notified in writing and the offense noted in the student's file where it will be retained for one year from the date of the infraction. |
| 3 rd offense | Same as second offense except riding privileges are recommended to be withdrawn for thirty (30) days; the principal may recommend a longer period of time subject to the approval of the Superintendent of Schools. |
| 4 th offense | Student will lose privileges for the remainder of the school year. The principal or designee may increase punishment with the severity of the situation. |

Cafeteria Regulations

Students are to observe common and accepted rules of dining room courtesy, including disposing of their refuse in the proper container.

Cell Phones & Other Electronic Devices (*iPods, CD players, DVD players, laptops, iPads, etc.*)

The use of personal electronic devices of any kind for non-educational purposes is not permitted during instructional time. Emergency cell phone use during the school day may be granted by personnel in the main office.

Electronic devices used in violation of this policy will be confiscated, according to the following sanctions:

Sanctions

First Offense	Device is taken from the student and returned at the end of the block.
Second Offense	Device is taken from the student and returned at the end of the school day.
Third Offense	and after, student creates a plan with an administrator on how to correct the behavior.
Fourth Offense and after	Student creates a plan with an administrator on how to correct the behavior.

Unfortunately, electronic devices are valuable and therefore often the object of thefts. The administration will not be responsible for lost or stolen electronic devices. Attempts to recover stolen items require the expenditure of administrative time better spent on educational pursuits and usually meets with varied degrees of success. The student will be encouraged to report the theft to the police. It is recommended that all personal items be stored in locked lockers when not in use. Lockers are available to all students upon request.

Computer and Internet Use

Introduction

The Hartford School District (HSD) utilizes computer Local Area Networks (LANs) that provide the staff and students with access to administrative and instructional resources from both local and remote repositories of electronically stored information. This includes Internet access.

The Internet offers vast, diverse and unique resources to both students and faculty. The intention of the Hartford School District is to make this resource available to qualified users to enhance the educational program and facilitate resource sharing and communication. It should be noted, however, that some materials accessible via the Internet contain items that may be illegal, defamatory, inaccurate or potentially offensive to some people. The HSD employs mandated software (CIPA compliant) that helps to ensure that inappropriate information is not accessible via district-owned networks. While the district does have rules and measures in place to limit the possibility of inappropriate use, students might find ways to access inappropriate materials. Students should report inadvertent access of inappropriate material to a teacher, other staff member or their parents. Despite this possibility, it is felt that the valuable information and interaction available on the Internet far outweigh the possibility that a few users might procure material that is not consistent with the educational goals of the school district.

It is the position of the Hartford School District that Internet access and the use of district-owned technology is not a right, but rather a privilege. This privilege may be revoked if the district's guidelines and/or pertinent laws are not followed. This document outlines the guidelines that relate to Internet and computer use. If a user violates the guidelines, his or her use of district-owned equipment, technology and/or access to the Internet may be terminated or curtailed and future access denied. Violators may also be subject to the district's disciplinary code as well as pertinent state and/or federal laws. The district reserves the right to refer violators to the appropriate law enforcement agencies.

The Hartford School District makes no warranties of any kind regarding the Internet service it is providing, and will not be responsible for any damages suffered. This includes, but is not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or user error. Use of any information obtained via the Internet is at the user's own risk. The Hartford School District specifically denies any responsibility for the accuracy or quality of information obtained through its Internet services.

Computer Hardware and Software Guidelines and Conditions

All storage devices residing on school owned property, including but not limited to diskettes, hard drives, flash drives, digital camera storage, email boxes, etc. will be treated in a manner similar to school lockers. The school reserves the right to review, and if necessary, confiscate contents without owner permission. Appropriate staff may review files and communications to maintain system integrity and insure that system resources are utilized in a responsible manner consistent with school guidelines. Users should not expect that files stored on district-owned equipment or services will necessarily be private.

1. Students may only access or attempt to access their own personal folder. No other folders or files may be accessed without the permission of appropriate staff members;
2. Any attempt to bypass or circumvent security measures in place on Hartford School District equipment or systems is prohibited. Any other use, including but not limited to, attempts to map network drives, hacking, cracking, security discovery or port scanning, is prohibited;
3. Users may not access Hartford School District networks or equipment with any computer or other equipment or devices not owned by the district, including wireless equipment, without the prior approval of the Technology Department;
4. Installing, changing, or modifying software or software setups without prior consent is prohibited. This includes the modification of Windows desktops;
5. Sending or displaying offensive or pornographic messages or pictures is prohibited;
6. Damaging or attempting to damage computers, computer systems, or computer networks, either physically or electronically, is prohibited;
7. Using another's password or sharing one's password is prohibited;
8. Users may not be logged onto more than one computer at the same time;
9. Any activity that violates district policies, especially those related to conduct, harassment, discrimination, etc., is prohibited.
10. Commercial activities, product advertising, political lobbying or any other activities that are not directly related to an approved curricular project are prohibited;
11. Games not related to the educational program and approved by the appropriate staff are prohibited;
12. Employing district-owned hardware for personal or commercial use is prohibited;
13. Diskettes and other forms of mass-storage may only be used under the supervision of appropriate staff. All mass-storage devices shall be scanned for viruses and evaluated for damage prior to use in district-owned equipment. Mass storage devices that are permitted under the supervision of the appropriate staff and on designated equipment include: diskettes, flash drives and digital camera storage devices;
14. The use of district-owned equipment for any purpose or activity not directly related to academic program is prohibited.

Internet Guidelines and Conditions

The use of the Internet is a privilege, not a right. Inappropriate use may result in a cancellation of this privilege. Access requires responsible use.

Individual users of the district's computers and networks are responsible for their behavior and communications over those networks. It is required that users comply with school standards. The school will make every reasonable effort to monitor and restrict inappropriate use of its computers and networks, including the use of CIPA compliant software. However, the district is not solely responsible for controlling the inappropriate computer and network use. Appropriate usage and behavior is the responsibility of the individual user.

Behavioral and Safety Standards:

1. Be polite and use appropriate language;
2. Do not reveal personal addresses, phone numbers or other confidential information;
3. Curtail your usage if others need the system;
4. Do not share passwords;
5. Do not assume any communication is private;
6. Due to security concerns, the downloading of files is prohibited. If a computer file is needed for educational purposes, a request to download files must be made to the appropriate staff member, who will take the necessary steps to ensure that the downloaded material does not contain viruses or other possible security problems.

The following are examples of acceptable use when related to the school program:

1. Research;
2. Information searching;
3. The use of district-owned and authorized email accounts. The use of all other email accounts is prohibited;
4. Other activities that support the educational program.

The following are not permitted:

1. Using obscene language;
2. Harassing, insulting, threatening or attacking others;
3. Disruption of the use of the internet/network by other users;
4. Violating copyright laws;
5. Trespassing in another's folders, work or files;

6. Intentionally wasting limited resources (including time);
7. Using the Internet for personal or entertainment purposes that are not related to the educational program. Examples of personal usage include, but are not limited to, shopping, employing Internet radio sites, personal printing, the playing of Internet-based games, visiting “forums” and other sites for purposes not directly related to the educational program, video and browsing auction sites. These activities often significantly degrade the bandwidth available for our first priority, i.e., educational purposes;
8. “Streaming” of video, music or other forms of data;
9. Visiting sites that are pornographic or can otherwise cause offense;
10. Employing the district’s network for commercial purposes;
11. Any activity that violates the Hartford School District School Climate Policy;
12. Commercial activities, product advertising, political lobbying or any other activities that are not directly related to an approved curricular project;
13. Games not related to the educational program and approved by the appropriate staff;
14. Use and/or accessing non-Hartford School District email accounts;
15. Copying and/or downloading commercial software or other material (e.g. music) in violation of federal copyright laws.

World Wide Web Posting and Other Similar Postings

It is prohibited to create a posting that states or implies that it belongs to the Hartford School District, or to in any way change or amend an existing posting that belongs to the Hartford School District, without the permission of the Superintendent of Schools or his/her designee. This includes World Wide Web (WWW) sites and other similar postings. Any individual or school group wishing to post a WWW or similar page must obtain the permission of the Superintendent of Schools office prior to its posting. Parental permission shall be obtained prior to publishing personally identifiable information on the WWW. The district’s “Publication Permission Form” or other approved method will be used.

Corridor Conduct and Access to/Egress from HACTC

The corridors are passing lanes for our entire school. Safety is a key factor when passing from one room to another. Running, pushing, or other inappropriate behaviors are not allowed in the corridor. Students are expected to be courteous and not block the corridors when people are passing through. Students must keep the corridors clean by picking up after themselves. Violation of these expectations will result in disciplinary action that could include office detention, or suspension.

Hartford High School students who also attend the Hartford Area Career & Technology Center may walk to their Career Center class during the passing period before class, and return directly to the High School after their class. All other Hartford High School students are not allowed to enter, pass through, visit, or be in the halls, the classrooms, or the restrooms of the Career Center. Hartford High School students may not use the Career Center outside doors to enter the building and may not park in the Career Center parking lot. In addition, the beverage machine in the lobby of the Career Center is for the use of Career Center students only.

Students released from afternoon tech classes must go to a pre-assigned area or leave the building.

Directory Information

According to school district guidelines, the school will disclose designated directory information on students and former students without the prior consent of the parent/guardian or eligible student without any record of such disclosure. Directory information means: a) student name, b) degrees and awards, c) officially recognized activities and sports, d) weight and height of members of athletic teams, and e) dates separated.

Parent/guardians of students and/or adult students or graduates who do not want the above information disclosed should inform the principal in writing, preferably before the start of each school year.

Disabilities, Students with - Ages 3-21 Years

The Hartford School District, in meeting the requirements of the Individual with Disabilities Education Act (IDEA), attempts to identify any and all area resident children between the ages of 3-21 years who may be considered to have a disability. These children are entitled to receive an education, regardless of disability, at public expense. It is possible that the Hartford School District may not be aware of the residence of all children with disabilities. Please notify the Superintendent of Schools, Hartford School District, 73 Highland Avenue, White River Junction, VT 05001 or phone (802) 359-4601 if you know of a child with a disability who has not been brought to the attention of district personnel for evaluation or services.

Dress Code

Students are expected to dress appropriately for school. A student's clothing should not be offensive or distracting to others. Students' dress must not hinder nor expose them to dangerous situations within the classroom (science, tech classes, etc.).

Clothing that displays offensive messages, references to tobacco, alcohol or drugs, or language that is deemed inappropriate is not allowed. In addition, students may wear dark glasses inside for valid medical reasons only. Students found with infractions will be asked to report to the office.

Drop-off and Pick-up

In order for traffic flow to be as safe and efficient as possible, between 7:15 AM-7:50 AM and 2:40 PM - 3:30 PM students must be dropped off and picked up at the counseling office entrance. The front entrance will be used for bus pick-up and bus drop-off during these times. Students are expected to enter the building when buses drop them off. No students may leave school property after this time. **NO vehicles may use the front drive from 7:15 AM - 7:50 AM and 2:15 PM - 3:30 PM. BUS TRAFFIC ONLY.**

Early Dismissal

A note or parental phone call is required to the main office (295-8610) for early dismissal. If at all possible, the note/phone call should occur in the morning, before classes begin, to facilitate a pass to be presented to the classroom teacher.

Early Graduation

A student anticipating the early completion of all graduation requirements (including community service hours, indebtedness, credits, etc.) should discuss his/her plans with his/her school counselor, especially how they affect potential credits and graduation. Students who leave early may forego eligibility for certain academic awards. Diplomas will be issued either at the completion of the semester in which the requirements are met or at graduation in June.

Egress/Clear The Hall Drills

Prior to the first emergency drill of the year, your teachers will have explained the procedure and proper exit from each classroom. Students will move along as quickly as possible without running. When the alarm is sounded, do not crowd the exits. No one shall enter the building before the all clear signal is given. Stay together with your class outside the building. If it is not possible to return to the building, all students will be directed to a designated area until a decision can be made for the remainder of the day.

All students are to leave the building during evacuation drills unless otherwise assigned by an assistant principal. If you do not know where to report, please see an assistant principal in front of the school.

Remember: Students are expected to take all drills seriously. Failure to comply with reasonable instructions during evacuation drills may result in a disciplinary consequence, including suspensions.

Emergency Dismissal /Weather Cancellation

The decision to cancel or delay school will normally be made by 6:30 AM. The superintendent of schools will use our automated system to communicate cancellations or delays.

The following radio and television stations will announce all school cancellations and delays. You can also call the district's "school cancellation hotline" by dialing 295-8610, option 7, after 6:30 AM each day.

WTSL (AM 1400)	WGXL (FM 92.3)	WMXR (FM 94)	WXXK/KIXX (FM 100.5)	WCAX TV
WNHV (AM 910)	WKXE (FM 95.3)	Q106 (FM 106.1)	WNTK (AM 1020, FM 99.7)	Oldies 104 (104.3)

The start of the school day may be delayed when it appears that roads will be passable within a reasonable period of time. . In the event of a delayed start, buses will run their normal routes but will delay doing so by the time announced on the radio. Regardless of the delay, school will be dismissed at the usual time.

School will be dismissed early only under the most dire conditions. Early dismissals will also be announced by radio and posted on the school cancellation hotline.

Exchange Students

To promote students' appreciation of other cultures and an understanding of the differences and similarities among people of varying nationalities, it is the policy of the Hartford School District to accept up to three international students each year, on a tuition-free basis. Hartford High School students are also encouraged to study abroad. Please see your school counselor for more information or page 11 in the 2016-2017 Course Catalogue.

The district will consider only programs approved by the Council on Standards for International Education Travel. Preference will also be given to students who wish to attend for an entire school year. Students who plan to attend for less than a full year will be given secondary consideration, but only if they plan to enter at the beginning of the school year.

The administration, in conjunction with the counseling staff, will make a determination whether the school has a program appropriate and beneficial to a foreign exchange applicant and may decide not to approve the application if such a program is not available for the student.

International exchange students, who are enrolled at Hartford High School on a temporary basis, and, with the focus of their program being cultural and not academic, may participate in the graduation exercises and related activities along with their age-appropriate peers. These students will receive recognition at the graduation exercises, but they will not be awarded a Hartford High School diploma. Underclassmen will be recognized at the appropriate year-end assembly.

Exchange students who declare a desire to enter an academic program leading to a diploma must:

1. Have an approved Hartford High School plan in place at the beginning of their experience in Hartford; and
2. Must meet all of the graduation requirements set forth above in order to participate in the graduation exercises.

In the great majority of cases, it will be the school's intent that international exchange students do not enroll in a matriculated program, but rather are considered to be here for cultural enrichment. The final decision regarding whether an exchange student enters an academic program leading to graduation shall rest with the school.

Extracurricular Eligibility Rules and Philosophy

Philosophy

Extracurricular activities are completely voluntary programs. No student is obligated to, or has a right to, take part in an extracurricular activity. Participation is not required for graduation nor must the student have extracurricular activities for college entrance. However, participation in extracurricular activities may enhance the student's opportunities for employment and/or college admissions. Those who participate must give extra effort and extra time and conduct themselves in a manner which compliments them, the school and the community.

Every student is urged to participate in one or more extracurricular activity. When students commit themselves to an activity, they owe it their best effort, not only to benefit the team or group, but also to benefit themselves.

Students owe it to themselves to succeed in their academic program to the best of their ability. Therefore, they should study their schedule to make certain that they and their family are fully-informed about each activity in which they participate: its hours, schedule, practice sessions, rules, and games or events.

Eligibility Rules

Eligibility rules and activities policies apply to all activities, athletic and non-athletic, sanctioned or sponsored by the Vermont Principals Association. To participate in athletics and/or non-athletic activities, a student must meet the following criteria established by the Vermont Principals Association and HHS:

1. At the beginning of the school year, all incoming freshmen are eligible.
2. A student must be a full-time student at HHS. He/she must be passing (3) courses during each eligibility period. If a student is taking partial courses in a given block, both of those courses must be passed to qualify as one passed subject. For example, a student who is taking driver education and physical education in the same block must pass both courses in that block to count as one class passed. Students participating in a college course may count it as a full-credit course toward eligibility. Incompletes count as a failure. Students have one week to complete the work, at which time their eligibility status may be re-evaluated.
3. The following criteria will apply:
 - a. There will be eight eligibility periods. These will coincide with four marking periods and four designated mid-marking periods.
 - b. At a set date in the middle of the marking period, each teacher will submit a form to the principal for each student who has failed a course up to the time of the designated date.

- c. If a student is ineligible at the mid-marking period or close of the marking period, the student will not be allowed to play, dress for, or travel with an athletic team nor participate in non-athletic activities for the ensuing eligibility period. Athletes may practice with their team.
 - i. An ineligible student may schedule a meeting with the principal and his/her parents to devise an achievement study plan in hopes of shortening the period of ineligibility.
 - d. At the end of the fourth quarter, ineligibility will extend to the designated mid-marking period date for the first marking period of the next school year. An ineligible student may schedule a meeting with the principal and his/her parents to devise an achievement study plan in hopes of shortening the period of ineligibility.
 - e. Eligibility will become effective on the Friday following the designated mid-marking period date, or the date report cards are distributed at the end of a marking period.
4. For a student who has left school during the school year, his/her standing at the last marking period in which he/she attended school shall determine eligibility upon re-entry into school.
 5. A transfer student is eligible at once, provided he/she was a bona fide student in the school from which he/she transferred and provided the student was eligible for participating at the school from which he/she transferred. If the transfer is the result of any coercion, recruiting, or inducement to move in order to participate in activities, the student will be ineligible for a period of 365 calendar days from the date of the infraction. The principal shall check carefully to determine the reason for the transfer.
 6. A student is ineligible if four calendar years have passed since he/she has entered Hartford High School as a freshman. In the event the student is a transfer, it would be four calendar years since he/she became a freshman in high school.
 7. A student is ineligible if he/she has graduated from any course of study of a secondary school.
 8. A student is ineligible if he/she has lost his/her amateur standing, i.e., he/she has accepted remuneration, gifts or donations directly or indirectly for participating in an athletic contest, has participated under an assumed name, has competed on a team with some player who was paid for his/her participation, or has entered into a playing contract with a professional club or agent. Reference to "gifts and donations" is not intended to preclude the acceptance of a medal or pin of small intrinsic value which is customarily used for track and similar activities and is presented by the sponsoring organizations.
 9. To be ineligible in one sport is to be ineligible in all sports for that particular season or eligibility period.
 10. No student will be allowed to compete on more than one varsity team per season.

Illness at School

If a student becomes ill in school, he/she must report to the nurse's office with a pass from his/her teacher. The school nurse and the student will make the decision as to what shall be done. Students must not leave the building because of illness without authorization. If the student calls home claiming illness, please contact the school nurse for dismissal procedures. If the nurse is not available, he/she must contact the main office.

Insurance

School

A school insurance program is offered to all students on the first day of school. This special rate insurance protects the student throughout the entire school day and on school sponsored events.

Good Student Automobile Insurance Discount

All Good Student Insurance Discount applications for automobile insurance should be submitted to the counseling office for completion. Counseling Office staff will complete necessary paperwork and return to student for submission.

Library/Media Center

Library Hours

The library will be open for student use from 8:00 AM to 3:15 PM daily.

Student Use and Procedures

1. Under the block schedule, student library use will be in the context of:
 - a. Class activities - An entire class, previously scheduled by a teacher, will utilize library resources, accompanied by the teacher.
 - b. Individual or small group research /study with a pass from a classroom teacher for a specific assignment or task.
 - c. Individual research or study after Block IV until closing.
 - d. During H-block.
2. Students needing assistance in finding study materials should ask the staff for help.

3. Students are to leave the library as they found it. Chairs are to be pushed in. Magazines and books taken from the shelves are to be returned to the charging desk. Students should not return books to the shelves.
4. Any library materials taken from the library must be checked out at the charging desk during H block.
5. Students should not leave textbooks and personal belongings in the library. Staff is not responsible for any unattended articles.
6. All students are to be familiar with the Acceptable Use Policy before using the Internet. (Hartford School District Guidelines on Acceptable Computer Internet Use are in this handbook.)

Lockers

Every student will have the opportunity to receive a locker and a lock during the first week of school. Lockers should not be shared. Locks are to be kept on lockers and not removed for reasons of convenience. Students will be charged at the end of the year for any locks not returned. Money or other valuables can be brought to the main office for safekeeping rather than kept in a locker.

Lost and Found

Students who find lost articles should turn them into the main office.

No Child Left Behind

As a parent of a child who attends a school that receives Title I funds, you have the right to request information regarding the professional qualifications of your child's classroom teacher. This information could include:

- Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas taught.
- Whether the teacher is teaching under an emergency or provisional license.
- A teacher's degree background.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Notice of Nondiscrimination

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admissions and employment, members of the public, and all unions or professional organizations holding collective bargaining or professional agreements with the Hartford School District are hereby notified that this District does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Hartford School District's compliance with the regulations implementing Title VI (discrimination on the basis of race, color or national origin), Title IX (discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (Discrimination on the basis of handicap or disability) is directed to contact the Superintendent of School, 73 Highland Avenue, White River Junction, Vermont 05001, 802-295-8600 for a list of principals who have been designated to coordinate the District's efforts in their respective buildings to comply with these nondiscrimination laws and regulations. This person has been designated by the Hartford School District to coordinate the District's effort to comply with the regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, and other non-discrimination laws or regulations. Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office of Civil Rights, J. W. McCormack Post Office, Room 222, Boston, MA 02109-4557.

Parking & Parking Permits

1. All vehicles must display a valid parking permit.
2. Visitor spaces and handicap spaces will be clearly marked and used for their intended purpose. The Hartford Police will ticket illegally parked cars in the handicapped parking spaces and illegally parked in the fire zones (including hydrants).
3. Parking spaces on the main campus will be leased to juniors and seniors for \$30 for the year. Applications for parking permits will be accepted in the main office on a first come, first served basis. There are no designated parking spots.
4. An individual's permission to use a parking space is only for the duration of the school year in which the lease agreement was made. It is permission that can be revoked at any time. Parking is a public accommodation made for staff and students. The student obtaining a parking space acknowledges that he/she knows that the lots are not secured and therefore the student assumes all responsibility and risk for damage or theft that may take place on school district property.

Sanctions

1. All violations: The school district reserves the right to terminate the leasing agreement with any student who drives in a reckless manner, abuses the parking privilege in any manner, or goes to his/her car or sends another student to his/her car during the school day without prior permission from an administrator. These infractions may result in the loss of parking privilege and forfeiture of permit fees. After thirty days, a student is eligible to seek reinstatement of parking privileges.

Posters

All faculty, staff, students and citizens must seek approval for posting posters through the principal. Approved posters must be displayed only on bulletin boards and affixed with staples or tacks. Posters must not be attached with tape.

Senior Responsibility Program

The senior responsibility program is an effort to support seniors as they transition from Hartford High School to the next phase of their lives. This program provides seniors with an opportunity to make decisions, with the knowledge and agreement of their parent/guardian, about how they will use their unscheduled time. Seniors, who have completed the Senior Responsibility Program permission form (found on the last page of the Student/ Parent Handbook), will be allowed to leave campus during H-Block (10:50-12:05.) Seniors and their parents should read and understand the expectations outlined in this permission form. To be eligible for this privilege a senior must have a parent/guardian sign the form and return it to school; this privilege will not go into effect until the student has returned the signed form to the Main Office.

The school administration reserves the right to modify this privilege in keeping with the best interest of Hartford High School. In addition, any student failing a class or whose behavior(s) indicate an inability to make appropriate use of this privilege may lose the opportunity outlined in the senior responsibility program for a period of time.

Telephones (See also Cell Phone Policy)

The office telephones are for school business and may be used by students only in cases of emergency or with the permission of the main office administrative assistant or an administrator.

Visitors

Hartford High School does not allow students visiting classes during the school day. Tours may be scheduled after school or in the summer. In the event that a prospective student wishes to shadow a Hartford student, the arrangements would only be considered if the outside student were considering enrolling at Hartford. A written request from the student's parent is required before such an opportunity will be discussed. All inquiries should begin with the Hartford student's school counselor.

ACADEMICS

Academic Achievement Awards

Honor Roll

All grades recorded for a marking period are considered in determining membership on the Maximum or General Honor Roll. To qualify for the honor roll a student must be a full time student as defined in the Eligibility section. Students with reduced programs are not eligible.

1. General Honor Roll: To qualify for general honors a student must earn a B- average (2.67) or better with no grade lower than a B- for that quarter. A grade of C+ or lower in any subject will disqualify a student from the general honor roll for that quarter, even if the student has a 2.67 grade point average or higher.
2. Maximum Honor Roll: The Maximum Honor Roll is achieved with an A- or above average (3.67) with no grade below A-.

Awards

1. Scholarship Awards: Honor roll certificates are awarded for qualifying for the honor roll 4, 8, 12 or 15 times. School Directors Awards: A medallion and certificate are awarded at graduation to all graduates who have maintained an A- or above average (3.67 or above) for four years.
2. Valedictorian and Salutatorian: A plaque and medal are awarded at graduation to seniors who have the highest and second highest four-year grade point average.
3. Underclass Achievement Award: A certificate is given to the three students in grades 10 and 11 who had the three highest grade point averages for the previous year (not the cumulative GPA).

4. Participation in an exchange program may preclude consideration for certain academic awards.

Numerous other awards for academic achievement are given to qualifying students (see Appendix V).

College Admission Testing Information

Hartford High School serves as a CEEB testing center twice a year. Many colleges require, as a part of their admission procedures, that each applicant submit scores from either the Scholastic Aptitude Tests (SAT) or from the American College Tests (ACT). Application forms, testing dates and test sites are available in the counseling office. To ensure the high school receives the scores, please include the CEEB code 460495. Seniors and others who plan to graduate in June should complete testing by January. The tests most often associated with college admission are the following:

PSAT - The PSAT is a two and a half hour long test of scholastic assessment that provides measurement of both verbal and mathematical abilities. This voluntary test is given during the school day in early October for interested sophomores and juniors. The test is designed to serve two purposes: (1) to provide students with test-taking experience in preparation for later admissions testing, and (2) to serve as an initial qualifying measurement as part of the National Merit Scholarship competition. Students who wish to enter this competition must take the PSAT exam during their junior year. Scores are not reported to colleges. Hartford High School provides, at no cost to the student, a PSAT test in the spring of their sophomore year as part of the local assessment plan.

SAT - The SAT Reasoning Test is a test of scholastic aptitude that provides measurement of both verbal and mathematical abilities, similar to the PSAT but longer. It includes a critical thinking, mathematics and writing section. Given the essay section, the test lasts three hours and forty-five minutes. This test is given on Saturday morning on six different test dates throughout the academic year. (See charts available in the counseling office.) For more information, please visit the counseling office for all related materials or go to www.collegeboard.com.

SAT Subject Test - This test is one hour long, and is in specific subject areas that are required by some colleges for admission. These tests are given on Saturday mornings on the same dates as the SAT Reasoning Test. These tests must be pre-registered for by registering at least five weeks in advance of the test date. One, two or three separate subject tests may be taken on each test date.

Note: SAT Reasoning Test and SAT subject Tests are given on common dates during the academic year. Students take either the Reasoning Test or multiple SAT subject tests on a given date and should plan their admission testing program with this in mind.

ACT - (American College Testing Program) This is a battery of short achievement tests and an optional writing test given during a three and one-half hour long testing period. This test is required by many Western and Midwestern colleges, but is becoming accepted by many schools on the East Coast. These tests are given on five different Saturday mornings throughout the year on dates that do not conflict with the SAT tests. It is a very different type of test with varying scoring criteria. We recommend our students explore both the ACT and the SAT tests. We also advise that you research colleges to discover which test(s) the admissions office will accept. For more information please go to www.actstudent.org.

Flexible Pathways/ACT 77 (alternative credit options)

High school credit may be awarded for pre-approved online and college coursework completed while in high school. Any student interested in taking a college, internet, or distance-learning course should see his/her counselor.

Dartmouth College Courses

Second semester juniors, and all seniors who meet the eligibility requirements, may take as many as four college courses at Dartmouth College at no charge. This is a very special opportunity for advanced level students to take one or more classes at Dartmouth College and earn college credit while in high school. Students interested in learning more about this program should contact their high school counselor.

Dissection Policy

I. Purpose of Policy

It is the intent of the Hartford School District to comply with the requirements of Act 154 of 2008 regarding the right of students to be excused from participating in or observing activities involving the dissection or vivisection of animals.

II. Policy Scope

All schools within the Hartford School District

III. Definitions

“Animal” means any organism of the kingdom animalia and includes an animal’s cadaver or the severed parts of an animal’s cadaver. “Timely” means adequate notice for students or student’s parent or guardian to object to participation in an exercise involving dissection or vivisection of an animal.

IV. Policy Statement

Students enrolled in District schools shall have the right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisect or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities, as part of a course of instruction.

No student shall be discriminated against based on his or her decision to exercise the right to be excused afforded by this policy.

V. Actions

The Principal shall develop and implement procedures to ensure timely notification to each student and to the student’s parent or guardian of the student’s right to be excused from participating in or observing the lesson and a process by which a student may exercise this right will be established.

A student who is excused under this policy shall be provided with alternative methods through which he or she can learn and be assessed on material required by the course.

VI. References

Act 154 of 2007-2008 Adjourned Session

16 V.S.A. §912

Educational Support System - Act 117

The Hartford High School Educational Support System is a school-based system designed to help all students improve their school performance and help them grow academically, socially, emotionally and physically. The system provides a way for school staff to address students’ varying needs in school. The ESS includes Educational Support Teams (EST), the Hartford High School Learning Consultant Program, Student Assistance Team, Counseling, and Nursing/Medical services. An Educational Support Team initiative can be requested by a student, parent, teacher, counselor or administrator. The EST will develop a plan to assist your child which may include a meeting in which services and accommodations are discussed. As a first step in seeking educational support for a student, the parent should contact and consult with the child’s teacher(s) directly. The second step in seeking educational support is to contact the student’s counselor.

Grading System

Class Rank and Grade Point Average (GPA)

Class rank is based on a grade point average using all courses. The following values are used in determining a student’s grade point average:

A+	=	4.33	C+	=	2.33
A	=	4.00	C	=	2.00
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	D-	=	0.67
			F	=	0.00

GPA Grade Weighting

For the purpose of determining Grade Point Average (GPA) and class rank, students who enroll in Advanced Placement courses will receive an additional point to their GPA for their final grade.

Grade Table

Letter grade equivalents:

A+	=	98 - 100	C+	=	77 - 79
A	=	93 - 97	C	=	73 - 76
A-	=	90 - 92	C-	=	70 - 72
B+	=	87 - 89	D+	=	67 - 69
B	=	83 - 86	D	=	63 - 66
B-	=	80 - 82	D-	=	60 - 62
			F	=	Below 60

Graduation Requirements

Per state requirements, all students graduating in 2020 and beyond are required to show growth towards school based proficiencies. In addition, to graduate from Hartford High School, a student must earn a total of 26 credits. And complete community service requirements. The following distribution of credits is required:

English	4 credits
Mathematics	3 credits
Science (one must be Biology) ***	3 credits
Social Studies (one must be US History)	3 credits
Fine Arts**	1 credit
Wellness/Fitness	1 credit
Physical Education 10	1 credit
Required Courses	16 credits
Electives Courses	10 credits
Total	26 credits *

Students may satisfy one of the required credits in English, Mathematics, Science, or Social Studies by successfully completing certain two-year technical programs. Please refer to the technical program section of the Hartford High School Course Catalog for more information.

- * This is the minimum number of credits required for graduation. All students are encouraged to earn more.
- ** The Fine Arts graduation requirement may be satisfied by completing one credit from the art or the music course offerings.
- *** To meet Vermont State Standards, a semester of Physical Science is required. Our regular science sequence includes Physical Science, but for those freshmen taking our Advanced Biology I & II yearlong program they must take either Physics or Advanced Space & Earth Science, prior to graduation.

Guidance and Counseling Services

Counseling services are available to every student in the school. Counseling services include assistance in planning meaningful academic programs, exploring and developing career plans, dealing with personal and interpersonal concerns, and preparing for either employment or higher education upon graduation from high school.

All students are encouraged to see their counselor whenever the need arises. The counselors are available for our students during times of personal stress, anxiety, grief, and desperation--often providing space and focus in which to sort out thoughts and feelings. Many adults in our building work hand-in-hand with the counselors in connecting with family members or making referrals to appropriate agencies for further counseling services. School counselors play an integral role in your four-year high school program. Communicating your future plans and daily successes and goals is vital to our relationship and work together. Appointments to see a counselor can be scheduled through the counseling secretary.

Annual Counseling Activities

A variety of services and activities are provided for students and parents that are designed to assist students in obtaining the information necessary to make important decisions about their high school experience and planning for their future. As students' progress through four years at Hartford High School, they will follow a specific pattern of services tailored to their personal goals and aspirations. It is important for the student to work closely with their parents, teachers, and counselors in achieving their goals.

Grade 9

- Personal learning plan meetings
- Classroom curriculum re: stress, career, academic planning, and Naviance
- Course selection presentations for grade 10

Grade 10

- Sophomore planning conferences (parents invited)
- Course selection presentations for grade 11
- Advanced Placement (AP) testing and SAT subject testing
- Leadership opportunities and summer programs
- PSAT testing program
- Naviance

Grade 11

- Class and individual meetings regarding future planning
- PSAT/NMSQT Testing Program
- College Planning Night for juniors and Parents
- College Fair
- College visits
- College admissions representatives
- Armed Services representatives
- Course selection presentations for grade 12
- SAT Reasoning Tests and SAT subject and/or ACT testing
- Advanced Placement (AP) testing
- Naviance

Grade 12

- Class and individual meetings regarding future planning
- Financial Aid Night (VSAC sponsored)
- College planning night for seniors and parents
- SAT Reasoning Tests and SAT subject and/or ACT testing
- College visits and interviews
- College applications
- Financial Aid applications
- Local Scholarship applications
- Naviance
- College Admissions representatives
- Armed Services representatives
- Advanced Placement (AP) testing

College Visits

The counseling office hosts up to 50-60 admission representatives each fall and throughout the year. The visits take place in our counseling library and are open to any interested junior or senior. The student must first receive a pass from the counseling office and show it to his/her classroom teacher. If a student is not able to attend, a request for materials from the college representative will be made on his/her behalf. Many students and parents go on college visits in the spring and summer of the junior year.

Military Visits

Recruiters of the various military branches visit the school to offer educational materials and information to the students. Occasionally, a student and recruiter may meet privately to discuss mutual interests and the process to enlist. The student should request an appointment and that space in the counseling library is reserved (maximum 45 minutes). Any further meetings occur outside the school at the convenience of the student and recruiter.

Communication with Home

Communication between the home and school is encouraged and vital. This includes communications regarding student progress, performance, achievement, and attendance. Parents/guardians are encouraged to play an active role in their child's education and to contact teachers, school counselors, and administrators as concerns arise.

Course Changes

All course changes must be initiated with and approved by the student's counselor. If a course must be dropped for academic or other acceptable reasons, it may be dropped without penalty if dropped during the first two weeks for a semester course or during the first marking period for a full year course. A semester course dropped after the first two weeks or a full year course dropped after the last day of the first marking period will be recorded "WF" for withdrew failing or "WP" for withdrew passing as determined by the student's overall average at the time of withdrawal from this course. No credit will be awarded for work completed in this course, and it will be treated as an "F" (assigned a value of zero) for the purpose of computing the student's cumulative average and class rank.

Student Records

The counseling office will comply with Family Educational Rights and Privacy Act (FERPA) as outlined in Appendix VI.

Homework Guidelines

Time expectation for homework:

While it is not necessary for homework to be assigned every night, it is reasonable to expect that a certain amount of homework may be assigned on a regular basis. From time to time, high-school students may receive long-range assignments that require longer periods of time to complete. Parents who repeatedly find their children working on homework in excess of the following guidelines should notify the school.

Students are expected to:

- Know what the assignment is; ask questions when you do not understand the assignment.
- Be prepared by having the proper materials and supplies.
- Do your own homework and hand it in on time.
- Develop a personalized system to ensure success in work completion.

Parents are encouraged to:

- Provide adequate time and quiet space for homework.
- Monitor the completion of homework.
- Assist the child with some activities when requested by the teacher, e.g., reading with the child, practicing flash cards, etc. (Parents are **not** expected to teach or re-teach lessons, **nor** are they expected to do their children's assignments.)

Hartford High School will:

- Provide academic support and enrichment time daily through H- Block.
- Provide access to student academic progress through the infinite campus portal.
- Partner with students and families to support the personalized systems identified above.
- Provide an array of supports for all students including access to the ARC and EST process.

Honors Program

During the spring of the 9th grade year students are eligible to apply for the Honors Program. This program is tailored to meet the needs of academically talented and highly motivated students who seek to challenge themselves at the maximum level. Special recognition will be given at graduation.

Students are required to:

1. Elect a minimum of fifteen Advanced, Advanced Placement or Dartmouth courses (two of the sixteen courses must be on the Advanced Placement level)
2. Take two Advanced Placement Exams or three SAT II subject exams or two Dartmouth College courses (a Dartmouth course can substitute for an Advanced Placement exam and an Advanced Placement course)
3. Maintain a 3.25 grade point average with no final grade below a C-
4. Elect three credits of foreign language (may include a credit earned in the eighth grade) with at least two years of the same language
5. Complete 100 hours of pre-approved community service over four years

6. Participate in a school-sanctioned sport or major school activity each year
7. Follow all timelines for meeting the requirements of the Honors Program
8. Document and maintain a portfolio on all Honors Program requirements
9. Write and defend a thesis or project in the junior year
10. Attend two Dartmouth lectures yearly and submit two written summaries
11. Attend two seminars yearly
12. Meet regularly with Honors Program Director and attend monthly meetings
13. Attend a two-day retreat during the sophomore year

Students may indicate interest in the Honors Program by completing an application that can be obtained in the counseling office or online at the HHS website (click on Academics). For more detailed information about the Honors Program, contact Mr. Anton at 802-295-8620 x *2211 or antond@hartfordschools.net.

Minimum Credit Load & Prerequisites

All students are required to take a minimum of eight credits per year. Juniors enrolled at the HACTC are required to take eight credits per year. Seniors enrolled at the HACTC are required to take seven credits per year.

National College Athletic Association (NCAA)

Information regarding NCAA freshman eligibility standards can be found in Appendix I.

National Honor Society Selection Process

The National Honor Society was chartered in 1921 by the National Association of Secondary School Principals. Up to that time, the predominant recognition of students had been through athletic awards, and it was felt that there was a need to reinstate the importance of scholarship in education.

Now, over 80 years and 20,000 chapters later, we continue this tradition by recognizing and encouraging students who exemplify the four qualities of National Honor Society membership: scholarship, service, leadership, and character. The Hartford High School chapter is known as the "Elias Lyman Chapter" and came into existence in 1956.

Twice each year a faculty committee meets to review the names of all students seeking membership. The first criterion, scholarship, must be met by having at least a 3.50 average. Students who meet this requirement submit a profile of their school and community activities, indicating leadership and service. Character is judged by all school faculty members who submit an evaluation of students to the selection committee.

The criteria for each of the three characteristics: Leadership, Service, and Character:

Leadership

The student who exercises leadership:

- Is resourceful in proposing new problems, applying principles, and making suggestions
- Demonstrates leadership in promoting school activities
- Exercises influence on peers in upholding school ideals
- Contributes ideas that improve the civic life of the school
- Is able to delegate responsibilities
- Exemplifies positive attitudes
- Inspires positive behavior in others
- Demonstrates academic initiative
- Successfully holds school office or position of responsibility, conducts business efficiently and effectively, and without prodding demonstrates reliability and dependability
- Demonstrates leadership in the classroom, at work, and in school or community activities
- Is thoroughly dependable in any responsibility accepted

Service

The student who serves:

- Is willing to uphold scholarship and maintain a loyal school attitude
- Participates in some outside activity: Girl Scouts; Boy Scouts; church groups; volunteer services for the aged, poor, or disadvantaged; family duties
- Volunteers dependable and well-organized assistance, is gladly available, and is willing to sacrifice to offer assistance
- Works well with others and is willing to take on difficult or inconspicuous responsibilities
- Cheerfully and enthusiastically renders any requested service to the school
- Is willing to represent the school in inter-scholastic competition
- Does committee and staff work uncomplainingly
- Shows courtesy by assisting visitors, teachers, and students

Character

The student of character:

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
- Upholds principles of morality and ethics
- Cooperates by complying with school regulations concerning property, programs, office, halls, etc.
- Demonstrates the highest standards of honesty and reliability
- Shows courtesy, concern, and respect for others
- Observes instructions and rules, punctuality, and faithfulness both inside and outside the classroom
- Has powers of concentration and sustained attention as shown by perseverance and application to studies
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others
- Actively helps to rid the school of bad influences or environment

Promotion Requirements

A student's class standing is determined by the number of credits a student earned. The number of credits required for promotion to the following grade is:

Grade 12	19 credits*
Grade 11	12 credits
Grade 10	6 credits

*To be considered a senior, a student also must have already earned two English credits and must be able to schedule the remaining graduation requirements during the senior year.

Hartford School District/ High School based Standardized Assessment Plan

Grade 9	Star Testing/ SBAC Testing
Grade 10	Star Testing and PSAT Testing
Grade 11	Star Testing and Standardized Testing

In addition, some students will choose to take the ACT, SAT, SAT II, and AP tests.

Protection of Pupil Rights Act

The Protection of Pupil Rights Act, 20 U.S.C. §1232h (hereinafter "PPRA"), requires parental notification in a number of respects:

- a) 20 U.S.C. §1232h(c)(2)(A)(i) requires local education agencies to notify parents annually, at the beginning of the school year and within a reasonable time after any amendment thereof, of the adoption or continued use of PPRA policies. These local policies must include the following:
 - i. The rights of parents to inspect surveys created by a "third party" (meaning not federally funded) before it is administered,
 - ii. Procedures for such inspection of surveys
 - iii. Arrangements to protect student privacy with respect to surveys on sensitive matters,
 - iv. The right to inspect any instructional materials used as part of the educational curriculum,
 - v. Procedures for inspecting the instructional materials,
 - vi. The administration of any physical examinations or screenings,
 - vii. The collection or disclosure of student information for marketing purposes,
 - viii. The right of a parent to inspect any instrument used in the collection of personal information for marketing purposes before such information is collected or disclosed, and
 - ix. Procedures for obtaining access to such instruments in a timely fashion.
- b) 20 U.S.C. §1232h(c)(2)(A)(ii) requires an annual notice to parents of the right

to opt out of certain activities including collection of personal student information for marketing purposes, administration of certain surveys, and non-emergency invasive physical examinations or screenings.

- c) 20 U.S.C. §1232h(c)(2)(B) provides that schools notify parents, at least annually at the beginning of the school year, of the specific or approximate dates when any of the following will occur: collection of information for marketing purposes, administration of surveys containing sensitive questions, and any non-emergency, invasive physical examinations or screenings.
- d) 20 U.S.C. §1232h(d) provides that schools must “give parents and students effective notice of their rights under this section [PPRA].”

DISCIPLINE CODE

It is the policy of the Hartford School District to maintain a safe, orderly, and respectful school climate in all schools, school-owned facilities and vehicles, and at all school-sanctioned functions or in any other setting having a real and substantial relationship to the operation of the district. In order to ensure that the school is free from disrespectful, hostile and disruptive misconduct, a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures, will be utilized.

The goal of this policy is to create a school environment that is safe and respectful and where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied, when applicable, in compliance with due process requirements.

Student Responsibilities

It is the responsibility of each student to contribute to a safe, respectful and productive learning environment by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the School District. Those behaviors that create an intimidating, hostile, or offensive environment but may not meet the definition of harassment (see policy F-42) will be considered violations of this policy and subject to the school’s or districts disciplinary system. The consequences for violations of this policy may include, but not be limited to, detention, suspension or expulsion. The following are expected of all students while on school property and/or when engaged in school-related functions:

1. Students are expected to behave toward others in a respectful and courteous manner, respect the rights of others, and exercise self-discipline.
2. Students are expected to respect the property of the school district and that of others.
3. Students are expected to comply with reasonable requests of all staff members.

Social Media

Hartford High School recognizes the powerful ways that students and adults use social media to communicate, collaborate, and create. These guidelines are an attempt to support appropriate usage of social media, while defining for our students when usage becomes unacceptable and can result in disciplinary actions. The simplest way to identify inappropriate use of social media is to remember the following statement:

What is inappropriate in the classroom is inappropriate online. This is true of both on-campus and off-campus social media usage.

Courts have upheld that inappropriate internet usage including, but not limited to, cyber-bullying and harassment having an impact on student learning at school, is punishable by school policy and local law enforcement. Students who engage in inappropriate on-line behaviors are subject to Hartford High School’s bullying and harassment protocol.

In addition, it will be considered inappropriate usage for any student to use or upload any photographed or videotaped images of school personnel or other students without their written consent.

Behavioral Management System

Our behavior management system is based on the theory of logical consequences, restitution where appropriate, mediation, and positive reflection on inappropriate behaviors with the goal of replacing those behaviors with others that are more socially acceptable and enriching for our school community.

Appropriate consequences will be given to students who display behavior that is disruptive, unsafe, and/or otherwise in violation of our code of conduct. It is important to note that the severity of the infraction will determine the level of consequence. There are violations that jeopardize the safety and welfare of the school community. These behaviors include, but are not limited to bullying/harassment, fighting, assault, drug/alcohol violations, vandalism, and weapons violations. These infractions have much more serious consequences and should always be reported to an administrator. Consequences may include suspensions and/or recommendation for expulsion.

The following are examples of reasonable consequences for behavior that negatively affects the school community:

Detention

Teacher Detention

The classroom teacher will address all behavior which disturbs the good order of the classroom or interferes with the educational process. The teacher will resolve the problem and determine the amount of make-up time necessary. Students who fail to serve the teacher detention may be assigned an office detention. Failure to serve the office detention may result in suspension from school.

Office Detention

A single period per day will be assigned for office detention. Detentions may be given for more than one day. Detentions will be served from 2:50 to 3:50 PM. A student must serve the detention on the assigned day whether it conflicts with any extracurricular event or after school job. If a student fails to serve an office detention, a second detention will be assigned. Failure to serve these two office detentions will result in more serious discipline. It is the parent's/guardians' responsibility to transport the student home after a detention, if the detention extends beyond the student's bus departure. At the parent's/guardians' request, a 24-hour notice will be granted.

Alternative to Suspension Plan

On occasion, students make poor decisions, those that call for the suspension of a given individual who has an otherwise spotless record. The *Alternative to Suspension Plan* permits meaningful discipline to be meted out and the situation to be properly addressed, while at the same time allowing the student in question to keep her/her good record intact.

Stipulations:

1. Participation is voluntary;
2. Parental approval is required;
3. Available only to juniors and seniors;
4. One-time only opportunity for a student never previously suspended;
5. Applies on to those offenses which do not carry the weight of a possible multiple-day suspension or expulsion;
6. If the same offense is repeated, it counts as the second offense;
7. No record of the offense will appear in the student's cumulative folder or on his/her transcript.

Removal from Class

If a teacher finds it necessary to send a student from a classroom because of disruptive behavior, the student must report immediately to the Main Office. The teacher will notify the Main Office. Continued misbehavior will result in detention, suspension, and/or removal from class with a failing grade. The teacher shall contact a parent if a student is removed from class.

Suspension

According to State School Law (Sec. 16 V.S.A. 1162) any student may be suspended from school whose personal habits or conduct is such as to be harmful to the educational process in the school, or it is deemed not to be in the best interests of the school. Offenses which may include but are not limited to: use or possession of incendiary devices; theft; vandalism or destruction of school property; physical abuse/verbal abuse, swearing or inappropriate gestures directed at others; smoking, chewing tobacco, or possession of tobacco products. In addition, insubordination, physical or verbal threats to faculty, staff and students may be grounds for suspension.

All of the above infractions will result in the notification of parent/guardian and may result in the notification of police as deemed appropriate or school board policy.

First Offense: One day suspension;

Second Offense: Two days suspension for same or different infraction;

Third Offense: Five days suspension for same or different infraction;

Fourth Offense: Up to ten days suspension. The student and parent/guardian must appear before a Discipline Review Panel during the suspension. The Panel may recommend to the superintendent that further disciplinary action be considered, which could include expulsion.

Fifth Offense: Up to ten days suspension. The student and parent/guardian must appear before the superintendent during the suspension. The superintendent may recommend to the school board whether the student should be allowed to return to school.

A student who has been suspended from school will have the opportunity to complete work missed during the period of suspension.

The severity of an infraction may lead to more stringent disciplinary action. This action, which may include a recommendation for immediate expulsion, will be determined by the administrator in charge, the superintendent of schools, or, if necessary, the school board

In-School Suspension

In-school suspension requires the student to serve a suspension inside the school. The student will be supervised and will be given classroom assignments provided by his/her classroom teacher.

1. In-school suspension begins on the day the student begins to service the suspension and ends upon completion of the assigned suspension.
2. Since the in-school suspension ends at the end of the school day on which it is assigned, the student may participate in school activities (once his/her time is served).
3. A student may not take part in school activities from the time the assigned suspension begins until the suspension is fully served. If a student is absent on the day of an assigned in-school suspension, he/she may not participate in activities until the suspension is fully served.

It must be noted that in-school suspension will be used when supervision is available and circumstances permit. The school always reserves the right to suspend out-of-school.

Out-of-School Suspension

1. Out-of-school suspension begins upon notification and ends upon attendance at the first class after suspension.
2. The student may not participate or attend any school sponsored events: plays, sports, dances, etc. from the time the suspension is assigned, until attendance at his or her first class after the suspension.
3. The student is prohibited from being anywhere on campus during a suspension.

Expulsion

The Hartford School Board considers expulsion only in the most extreme cases of student misconduct or in cases where the student's disregard for the rules and regulations of the school has been flagrantly abused. Any student expelled will be immediately withdrawn from all courses, coursework will be indicated on a transcript with a "W," and the expulsion will be noted.

Students who have been expelled will meet the following conditions prior to readmission to the Hartford School District:

1. The student will submit a written request to the school board that fully describes his/her intent to return to the Hartford School he/she will take to ensure his/her success as a student. The Board shall reserve the right to have the student and his/her parent/guardian appear before an executive session of the Board to discuss readmission; ;
2. The Board reserves the right to impose “conditions of conduct” in cases of students returning from expulsion that outline the Board’s behavioral expectations for the student;
3. The student shall have complied with all conditions imposed by the Board at the time of his/her expulsion;
4. A student returning from an expulsion shall not be considered to be “starting over” regarding the school district’s normal disciplinary procedures. Any violation of the school’s disciplinary code that would normally be grounds for a suspension may be considered grounds for expulsion at the discretion of the administration.

Exclusion from School-Sponsored Activities

When there is evidence that a student has been disruptive, the student may be excluded from attending any school-sponsored activity including games, dances, performances, etc.. For seniors, this may include the class trip, Senior Dance, Awards Program, Graduation Ceremonies, or other senior activities.

Discipline for Students with Disabilities

If a student has been determined to have or is suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act, the disciplinary rules applicable to students with disabilities shall apply. All due process protections provided for non-disabled students apply to students with disabilities as well.

See Hartford School District Policy Manual, Discipline, F27, for detailed information regarding the discipline policy applicable to students with and without disabilities or contact Mr. Nelson Fogg Jr., Principal or Ms. Liz Barker, Director, Special Education Programs.

Bullying Policy

Policy on the Prevention of Harassment, Hazing and Bullying of Students

I. Statement of Policy

The Hartford School District¹ (hereinafter “District”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the District to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The District shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does

¹ Throughout this model policy and the related procedures, “District” shall apply to Independent Schools and should be substituted as appropriate. References to the Superintendent shall equate to “Head of School” or “Headmaster” as appropriate, with regard to Independent Schools. Where language suggests a “District” will take action, it shall be the Superintendent, the Head of School, the Headmaster or his/her designee.

not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board's disciplinary policies or the school's code of conduct.

The Model Procedures are expressly incorporated by reference as though fully included within this Model Policy. The Model Procedures are separated from the policy for ease of use as may be required.

II. Implementation

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See Model Procedures on the Prevention of Harassment, Hazing and Bullying of Students)
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the Designated Employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

III. Constitutionally Protected Speech

It is the intent of the District to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

IV. Definitions. For the purposes of this policy and the accompanying procedures, the following definitions apply:

- A. **"Bullying"** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
 - a. Is repeated over time;
 - b. Is intended to ridicule, humiliate, or intimidate the student; and
 - c. (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
(ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.
- B. **"Complaint"** means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.

- C. **“Complainant”** means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.
- D. **“Designated employee”** means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.
- E. **“Employee”** includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.
- F. **“Equity Coordinator”** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the District and for coordinating the District’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District’s *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to Designated Employees.
- G. **“Harassment”** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

Harassment includes conduct as defined above and may also constitute one or more of the following:

- (1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
 - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student’s ability to participate in or benefit from the educational program on the basis of sex.

- (2) Racial harassment, which means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.
- (3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.
- H. **“Hazing”** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and
 - (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

- (1) The goals are approved by the educational institution; and
- (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, “**Student**” means any person who:

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
- (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

- I. “**Notice**” means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.
- J. “**Organization**” means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.
- K. “**Pledging**” means any action or activity related to becoming a member of an organization.
- L. “**Retaliation**” is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.
- M. “**School administrator**” means a superintendent, principal or his/her designee assistant principal//technical center director or his/her designee and/or the District’s Equity Coordinator.
- N. “**Student Conduct Form**” is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

APPENDIX A

Designated Employees:

The following employees of the Hartford High School have been designated by the District to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. § 570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Name: Nelson Fogg

Title: Principal

Contact Information: 802-295-8610 x2190 fogg@hartfordschools.net

Name:

Diane Brzozowski Rm. 119

Kara Hall Rm. 104

Kacey Murphy Nurses Office

Model Procedures on the Prevention of Harassment, Hazing and Bullying of Students

I. Reporting Complaints of Hazing, Harassment and/or Bullying

- A. Student Reporting: Any student who believes that s/he has been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute hazing, harassment and or/bullying, should promptly report the conduct to a designated employee or any other school employee.
- B. School employee reporting: Any school employee who **witnesses conduct** that s/he reasonably believes might constitute hazing, harassment and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee and immediately complete a Student Conduct Form.

Any school employee **who overhears or directly receives information** about conduct that might constitute hazing, harassment and/or bullying shall immediately report the information to a designated employee and immediately complete a Student Conduct Form. If one of the designated employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to the other designated employee or the school administrator.

- C. Other reporting: Any other person who witnesses conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying under this policy should promptly report the conduct to a designated employee.
- D. Documentation of the report: If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the complainant, alleged perpetrator, and any witnesses. Both the complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.
- E. False complaint: Any person who knowingly makes a false accusation regarding hazing, harassment and/or bullying may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of hazing, harassment and/or bullying when the person has a good faith belief that hazing, harassment and/or bullying occurred or is occurring.
- F. Rights to Alternative Complaint Process: In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission
14-16 Baldwin Street
Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480 (voice)
(877) 294-9200 (tty)
(802) 828-2481 (fax)
Email: human.rights@state.vt.us

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
617-289-0111 (voice)
877-521-2172 (tad)
617-289-0150 (fax)
Email: OCR.Boston@ed.gov

II. Responding to Notice of Possible Policy Violation(s)

- A. Upon **notice of information** that hazing, harassment and/or bullying may have occurred the designated employee shall:
- i. Promptly reduce any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and complainant.
 - ii. Promptly inform the school administrator(s) of the information;
 - iii. If in the judgment of the school administrator, the information alleges conduct which may constitute harassment, hazing or bullying, the school administrator shall, as soon as reasonably possible, provide a copy of the policy on hazing, harassment and bullying and these procedures to the complainant and accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian.
- B. Upon **initiation of an investigation**, the designated employee shall:
- i. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
 1. an investigation has been initiated;
 2. retaliation is prohibited;
 3. all parties have certain confidentiality rights; and
 4. they will be informed in writing of the outcome of the investigation.
- C. All notifications shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. Pursuant to 34 CFR Part 99.30, a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the complainant of any disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, and/or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

III. Investigating Hazing, Harassment and/or Bullying Complaints

- A. Initiation of Investigation - Timing. Unless special circumstances are present and documented, such as reports to the Department for Children and Families (“DCF”) or the police, the school administrator shall, no later than one school day after Notice to a designated employee, initiate or cause to be initiated, an investigation of the allegations, which the school administrator reasonably believes may constitute harassment, hazing or bullying.
- B. Investigator Assignment. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.
- C. Interim Measures. It may be appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that he or she has been sexually assaulted by another student, the school may decide to place the students immediately in separate classes and/or transportation pending the results of the school’s investigation. Similarly, if the alleged harasser is a teacher, allowing the student to transfer to a different class may be appropriate. In all cases, the school will make every effort to prevent disclosure of the names of all parties involved – the complainant, the witnesses, and the accused -- except to the extent necessary to carry out the investigation. In all cases where physical harm has resulted and/or where the targeted student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a safety plan will be put in place. Safety plans must also be considered in cases where the targeted student is known to have difficulty accessing the educational programs at the school as a result of the inappropriate behavior. No contact orders, or their enforcement, may also be appropriate interim measures.
- D. Due Process. The United States Constitution guarantees due process to students and District employees who are accused of certain types of infractions, including but not limited to sexual harassment under Federal Title IX. The rights established under Title IX must be interpreted consistent with any federally guaranteed due process rights involved in a complaint proceeding, including but not limited to the ability of the complainant and the accused to present witnesses and other evidence during an investigation. The District will ensure that steps to accord due process rights do not restrict or unnecessarily delay the protections provided by Title IX to the complainant.

- E. Standard Used to Assess Conduct. In determining whether the conduct constitutes a violation of this policy, the investigator shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. The complainant and accused will be provided the opportunity to present witnesses and other evidence during an investigation. The school will also consider the impact of relevant off-campus conduct on the school environment where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs. Whether a particular action constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.
- F. Completion of Investigation – Timing. No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator.
- G. Investigation Report. The investigator shall prepare a written report to include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes hazing, harassment and/or bullying. The report, when referencing student conduct, is a student record and therefore confidential. It will be made available to investigators in the context of a review conducted by either Vermont AOE, or investigations of harassment conducted by the Vermont Human Rights Commission or U.S. Department of Education Office of Civil Rights.
- H. Notice to Students/Parents/Guardians. Within five school days of the conclusion of the investigation, the designated employee shall:
- i. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
 1. the investigation has been completed;
 2. whether or not the investigation concluded that a policy violation occurred (and which policy term was violated, i.e. harassment, hazing and/or bullying);
 3. that federal privacy law prevents disclosure of any discipline imposed as a result of the investigation unless the parent/guardian of the accused student and/or the accused eligible student consents to such disclosure, pursuant to 34 CFR Part 99.30, as set forth in Section II, Part C, above.
 - ii. Notify the Complainant Student - or if a minor, their parent(s) or guardian - in writing of their rights to:
 1. an internal review by the school of its initial determination as a result of its investigation as to whether harassment occurred;
 2. request an Independent Review of the school's "final" determination as to whether harassment occurred within thirty (30) days of the final determination or although a "final" determination was made that harassment indeed occurred the school's response to that harassment was inadequate to correct the problem; and that the review will be conducted by an investigator to be selected by the superintendent from a list developed by the Agency of Education;
 3. file complaints of harassment with either the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights.
 - iii. Notify the Accused Student – or if a minor, their parent(s) or guardian - in writing of their right to appeal as set forth in Section V of these procedures.
- I. Violations of Other Policies. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies or codes of conduct.

IV. Responding to Substantiated Claims

- A. Scope of Response. After a final determination that an act(s) of hazing, harassment and/or bullying has been committed, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the hazing, harassment and/or bullying and prevent any recurrence of harassment, hazing and/or bullying, and remedy its effects on the victim(s). In so doing, the following should be considered:

(i) Potential Remedial Actions. Remedial action may include but not be limited to an age appropriate warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the hazing, harassment and/or bullying. To prevent recurrences counseling for the offender may be appropriate to ensure that he or she understands what constitutes hazing/harassment and/or bullying and the effects it can have. Depending on how widespread the hazing/harassment/bullying was and whether there have been any prior incidents, the school may need to provide training for the larger school community to ensure that students, parents and teachers can recognize hazing/harassment/bullying if it recurs and know how to respond.

(ii) School Access/Environment Considerations. The District will also take efforts to support victims' access to the District's programs, services and activities and consider and implement school-wide remedies, where appropriate. Accordingly, steps will be taken to eliminate any hostile and/or threatening environment that has been created. For example, if a female student has been subjected to harassment/bullying by a group of other students in a class, the school may need to deliver special training or other interventions for that class to repair the educational environment. If the school offers the student the option of withdrawing from a class in which a hostile environment/bullying occurred, the District will assist the student in making program or schedule changes and ensure that none of the changes adversely affect the student's academic record. Other measures may include, if appropriate, directing a bully/harasser to apologize to the affected student. If a hostile environment has affected the entire school or campus, an effective response may need to include dissemination of information, the issuance of new policy statements or other steps that are designed to clearly communicate the message that the school does not tolerate harassment and/or bullying and will be responsive to any student who reports that conduct.

(iii) Hazing Case Considerations. Appropriate penalties or sanctions or both for organizations that or individuals who engage in hazing and revocation or suspension of an organization's permission to operate or exist within the institution's purview if that organization knowingly permits, authorizes, or condones hazing.

(iv) Other Remedies: Other remedies may include providing counseling to the victim(s) and/or the perpetrator(s), and additional safety planning measures for the victim(s).

- B. Retaliation Prevention. It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

The District will take reasonable steps to prevent any retaliation against the student who made the complaint (or was the subject of the harassment), against the person who filed a complaint on behalf of a student, or against those who provided information as witnesses. At a minimum, this includes making sure that the students and their parents, and those witnesses involved in the school's investigation, know how to report any subsequent problems and making follow-up inquiries to see if there are have been any new incidents or any retaliation.

- C. Alternative Dispute Resolution. At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but not limited to:
- (1) the nature of the accusations (for example, face-to-face mediation is not appropriate for sexual violence cases),
 - (2) the age of the complainant and the accused individual, (3) the agreement of the complainant, and (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship and relative power differential between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual.

V. Post Investigative Reviews

Rights of Complainants

A. Internal Review of Initial Harassment Determinations By Complainant.

A complainant or parent of a complainant may request internal review by the District of a designee's initial determination (following investigation) that harassment has not occurred via written request submitted to the District superintendent. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District, be completed within 30 calendar days after review is requested.

B. Independent Reviews of Final Harassment Determinations By Complainant.

A complainant may request an independent review within thirty (30) days of a final determination if s/he: (1) is dissatisfied with the final determination as to whether harassment occurred, or (2) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem.

The complainant shall make such a request in writing to the superintendent of schools within thirty (30) days of a final determination. Upon such request, the superintendent shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 570a.(b)(1) and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation.

Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Secretary of Education.

The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District. The District may request an independent review at any stage of the process.

C. Rights to Alternative Harassment Complaint Process. In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission
14-16 Baldwin Street
Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480 (voice)
(877) 294-9200 (tty)
(802) 828-2481 (fax)
Email: human.rights@state.vt.us

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
617-289-0111 (voice)
877-521-2172 (tdd)
617-289-0150 (fax)
Email: OCR.Boston@ed.gov

Rights of Accused Students

A. Appeal. Any person determined to have engaged in an act(s) of hazing, harassment and/or bullying may appeal the determination and/or any related disciplinary action(s) taken, directly to the school board of the school district. The school board shall conduct a review on the record. The standard of review by the school board shall be whether the finding that an act(s) of hazing, harassment, and/or bullying has been committed constitutes an abuse of discretion by the school level fact finder. Appeals should be made to the school board within ten (10) calendar days of receiving the determination that an act(s) of hazing, harassment and/or bullying has occurred and/or any announced discipline. The school board shall set the matter for a review hearing at the next scheduled school board meeting to the extent practicable, but not later than 30 days from receipt of the appeal filing.

B. Accused Student/Appellant Access to Investigative Reports/Findings. The school district shall make available upon request of the Accused Student/Appellant, any relevant information, documents, materials, etc. related to the investigation and related finding on appeal that can be redacted and de-identified in compliance with the requirements set forth at 34 CFR Part 99. For those documents that cannot be provided due to the requirements set forth at 34 CFR Part 99, when an Accused Student/Appellant seeks a review on the record before the school board of the school district, a school administrator may seek the consent of the parent/guardian of the targeted student, or the accused eligible targeted student (if 18 or older, the targeted student has the ability to consent), in order to inform the accused student of the findings which gave rise to the school's determination that an act(s) of harassment, hazing, and/or bullying occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

VI. Confidentiality and Record Keeping

A. Privacy Concerns. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.

- i. Concerns Related to Harassment Complaints. The scope of appropriate response to a harassment complaint may depend upon whether a student or parent of a minor student reporting the harassment asks that the student's name not be disclosed to the harasser or that nothing be done about the alleged harassment. In all cases, school officials will discuss confidentiality standards and concerns with the complainant initially. The school will inform the student that a confidentiality request may limit the school's ability to respond. The school will remind the student that both federal Title IX and Vermont Title 9 prevent retaliation and that if he or she is afraid of reprisals from the alleged harasser, the school will take steps to prevent retaliation and will take strong action if retaliation occurs. If the student continues to ask that his or her name not be revealed, the school should take all reasonable steps to investigate and respond to the complaint consistent with the student's request as long as doing so does not prevent the school from responding effectively to the harassment and preventing harassment of other students.

The school will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. The factors the school might consider in this regard include the seriousness of the alleged harassment, the age of the student harassed, whether there have been other complaints or reports of harassment against the alleged harasser, and the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result. If information about the incident is contained in an "education record" of the student alleging the harassment, as defined by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, the school will consider whether FERPA prohibits it from disclosing information without the student's consent.

B. Document Maintenance. The Superintendent or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. All investigation records created in conformance with this model policy and model procedures, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative

report, shall be kept by the Equity Coordinator, Designated Employees and District/Supervisory Union Central Office for at least six years after the investigation is completed.

VII. Reporting to Other Agencies

- A. Reports to Department of Children and Families. When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 et seq.
- B. Reports to Vermont Agency of Education. If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.
- C. Reporting Incidents to Police
 - a. FERPA Rights. Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute hazing, harassment and/or bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.
 - b. First Hand Reports. Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials.
 - c. Hazing Incidents. It is unlawful to (1) engage in hazing; (2) solicit direct, aid, or attempt to aid, or abet another person engaged in hazing; or (3) knowingly fail to take reasonable measures within the scope of the person's authority to prevent hazing. It is not a defense in an action under this section that the person against whom the hazing was directed consented to or acquiesced in the hazing activity. Hazing incidents will be reported to the police in a manner consistent with the confidentiality rights set forth above in this section.
- D. Continuing Obligation to Investigate. Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct which may constitute hazing, harassment and/or bullying.

VIII. Disseminating Information, Training, and Data Reporting

- A. Disseminating Information. Annually, prior to the commencement of curricular and co-curricular activities, the District shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and staff members, including references to the consequences of misbehavior contained in the plan required by 16 V.S.A. 1161a. Notice to students shall be in age-appropriate language and include examples of hazing, harassment and bullying. At a minimum, this notice shall appear in any publication of the District that sets forth the comprehensive rules, procedures and standards of conduct for the District.
- B. Student Training. The school administrator shall use his/her discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent hazing, harassment and bullying.
- C. Staff Training. The board or its designee shall ensure that teachers and other staff receive training in preventing, recognizing and responding to hazing, harassment and bullying.
- D. Data Gathering. Public school districts shall provide the Vermont Agency of Education with data requested by the Secretary of Education.

Legal References:

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq.;

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d;

Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§ 1681 et seq.;

Family Education Rights Privacy Act; 20 U.S.C. §1232g;

Public Accommodations Act, 9 V.S.A. §§4500 et seq.;

Education, Classifications and Definitions, 16 V.S.A. §11(26);(30)(A);(32);

Education, 16 V.S.A. §140(a)(1); Education, 16 V.S.A. §166(e);

Education, Bullying, 16 V.S.A. §570c;

Education, Harassment, Hazing and Bullying, 16 V.S.A. § 570;

Education, Harassment, 16 V.S.A. §570a;

Education, Harassment, 16 V.S.A. §570c;

Education, Harassment, 16 V.S.A. §570f;

Education, Hazing, 16 V.S.A. §570b;

Education, Hazing, 16 V.S.A. §570f

Education, Discipline, 16 V.S.A. §1161a;

Education, Suspension or Expulsion of Pupils; 16 V.S.A. §1162;

Child Abuse, 33 V.S.A. §§4911 et seq.;

Adult Protective Services, 33 V.S.A. §6901 et seq., all as they may be amended from time to time.

Washington v. Pierce, 179 VT 318 (2005).

Mandated Reporting

Act 60 made changes to the mandated reporter law that was effective July 1, 2015. The law now provides: **Any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed (33 V.S.A. § 4913(c)).**

Two significant changes of note that were made by Act 60 are:

- The previous standard of “*have reasonable cause to believe*” a child has been abused or neglected is no longer in effect. A report now must be made when a mandated reporter “*reasonably suspects*” abuse and neglect; and
- The individual who suspects abuse or neglect must make a report directly to DCF; it is no longer sufficient to “*cause a report to be made.*”

All mandated reporters have an independent obligation to report to DCF even if they have knowledge that a report of the same suspected abuse or neglect has already been made. DCF offers the following guidance:

Group Reporting: If more than one individual within an organization needs to make a report about the same information or incident, DCF recommends the following course of action for making a group report (*please note that the required 24-hour time limit for making reports applies to both steps below*):

- The person(s) with the most direct knowledge of the allegation should contact the child protection hotline at **(800)-649-5285** to make a verbal report; AND
- A written report should be drafted and signed (please print) by everyone with direct knowledge of the information (get the form on-line at **mandatedreporters.vt.gov/**). Please fax the written report to: **(802) 241-3301**.

Helpful Links and Resources:

[Agency of Education Technical Assistance and Resource Guide \(TARG\) http://education.vermont.gov/sexual-health/sexual-violence-prevention](http://education.vermont.gov/sexual-health/sexual-violence-prevention)

Commit to Kids DVD and written Step Up to Protect Vermont Kids materials: Contact Priscilla.White@vermont.gov

[Department for Children and Families – Child Abuse Prevention Page: http://dcf.vermont.gov/prevention](http://dcf.vermont.gov/prevention)

[Department for Children and Families - Mandated Reporting: http://dcf.vermont.gov/protection/reporting/mandated](http://dcf.vermont.gov/protection/reporting/mandated)

[Protecting Vermont's Children: Reporting Abuse and Neglect. https://goto.webcasts.com/starthere.jsp?ei=1087433](https://goto.webcasts.com/starthere.jsp?ei=1087433)

[Vermont Teacher's Guide: Responding to Domestic and Sexual Violence http://dcf.vermont.gov/sites/DCF/files/Resources/VTteachhandbook.pdf](http://dcf.vermont.gov/sites/DCF/files/Resources/VTteachhandbook.pdf)

[Vermont Center for Prevention and Treatment of Sexual Abuse: http://humanservices.vermont.gov/center-for-prevention-and-treatment-of-sexual-abuse](http://humanservices.vermont.gov/center-for-prevention-and-treatment-of-sexual-abuse)

Transgender and Gender Nonconforming Students

All students need a safe and supportive school environment to progress academically and developmentally. Many questions arise for students and school staff when considering the best supports for transgender and gender nonconforming students. The Continuing Best Practices for Schools Regarding Transgender and Gender Nonconforming Students are designed to provide direction for schools to address issues that may arise concerning the needs of transgender and gender nonconforming students.

Mandated Reporting

As educators and mandated reporters, it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed. 33 V.S.A. § 4913(c). Review the joint memo from VDH and AOE regarding Mandated Reporting.

New Americans

We have a responsibility to ensure that all of our students feel safe and supported. This occurs when we create school cultures that are responsive to the needs of the children in our care, and our families. Under Federal law, undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents (Plyler vs. Doe, 457 U.S. 202 (1982).) And, under state law, all Vermont children, including undocumented children are required to attend school until the mandated age of 16. Meeting this obligation means going beyond telling families to enroll their student(s). It includes working proactively to ensure they feel safe, supported and welcomed. Public schools may not:

1. Deny or terminate a student's enrollment on the basis of actual or perceived immigration status.
2. Treat a student differently to verify legal residency in the United States.

3. Engage in any practices that have the effect of discouraging students from enrolling or attending school based on their immigration status.
4. Require students or their parents to disclose their immigration status or inquire of students or parents in ways that may expose their undocumented status.
5. Deny or terminate a student's enrollment due to the student or parent's failure to provide a social security number. See the letter on the State's responsibility to protect the rights of undocumented Vermont students:
 - Letter Regarding Undocumented Vermont Students
 - Letter Regarding Undocumented Vermont Students (Spanish)

Substance Abuse Policy

I. Purpose of Policy: To provide a safe, orderly, civil and positive learning environment and promote safe choices.

II. Policy Scope: Applies to students who engage in Substance Abuse and/or possess, sell, or transmit Alcohol or any Drug, Substance, or Look Alike Substance during the school day on school property or at a school-sponsored activity.

III. Definitions

Drug includes any narcotic, hallucinogenic, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.

Drug also includes any prescription or non-prescription drug, medicine, or other chemical including, but not limited to, pain relievers, stimulants, diet pills, cough medicines and syrups, cold medicines, laxatives, stomach and digestive remedies, depressants, or sleeping pills, used or consumed in a manner not consistent with an approved medicinal or therapeutic usage.

Paraphernalia includes any handmade or commercial device or implement that assists, or is used for, the intake of a Substance. Examples include rolling paper, pipes, needles, and manipulated lab equipment.

Substance abuse, also known as **drug abuse**, is a patterned use of a substance in which the user consumes the substance in amounts or with methods which are harmful to themselves or others or adversely affects a person's ability to perform physically, intellectually, emotionally, or socially

Substance means any drug, alcoholic beverage, or any abuseable glue or aerosol paint, as defined by state or federal law, or any other chemical substance including, but not limited to, lighter fluid and reproduction fluid, for inhalation;

Look alike substance is a substance that is of a nature, appearance or effect that will allow a person to display, sell, distribute or use the look-alike substance as if it were a controlled substance.

IV. Policy Statement

It is the policy of the Hartford School District that no student shall possess, use, sell, give or otherwise transmit any Substance, Paraphernalia, or Look Alike Substance, or be under the influence of any drug, Substance, alcohol on any school property, adjacent to school property, or at any school sponsored activity away from or within the school.

Violations of this policy are subject to corrective action and/or discipline as outlined in the Student Alcohol and Drug Prevention Procedures.

It is further the policy of the district to educate students about risks associated with Substance Abuse, to make appropriate referrals in cases of Substance Abuse, and to evaluate the effectiveness of prevention and intervention efforts annually. The district seeks to educate, refer, and prevent through the following means:

1. **Cooperative Agreements.** In dealing with substance abuse cases, every effort will be made to promote responsible decision-making by the student involved and other students who are aware of another student's use or abuse. The focus will be to encourage appropriate medical and/or psychological intervention by trained professionals. The Principal shall annually designate a

member of the substance abuse team to be responsible for providing information to students and parents or guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate. In addition, the Hartford School District has established a Student Assistance Program. Students, under the age of eighteen, who have been referred or who refer themselves to the Student Assistance Program counselor may be seen individually by the counselor for purposes of substance abuse screening and consultation. It will be the goal of the Student Assistance Program to encourage the student to involve his/her parents or guardians at the earliest point in time.

2. **Referral and Consent.** Parental consent will not be required for student participation in group programs conducted within the schools that are educational in nature and designed to impart information and/or assist students in improving their sense of self-esteem. Such groups may be conducted only by trained professionals contracted by the schools to perform such service or by trained school staff who have been approved by the school administration to conduct such groups. Nor is parental consent required for referral to an outside substance abuse treatment program when a student who is twelve years of age or older is suspected of substance dependency, verified to have that dependency by a physician, and gives her or her own consent for treatment.
3. **Substance Abuse Team.** In each school the principal shall form a Substance Abuse Team which shall screen students who refer themselves and students who are referred by staff for suspected drug and/or alcohol use and/or abuse problems. The team will determine the need for further screening, education, counseling or referral for treatment in each case referred to it. In addition, the principal shall establish procedures for administering emergency first aid related to alcohol and drug abuse for the team to follow.
4. **Evaluation Procedures & Annual Report.** In a standard format provided by the Vermont Department of Education, the principal or his or her designee will submit an annual report to the Commissioner of Education describing substance abuse education programs and their effectiveness.
5. **Staff Training.** The principal will work with appropriate staff to provide training necessary to ensure that teachers and health and guidance personnel are prepared to competently teach or provide other services required in the school's alcohol and drug abuse prevention education program. Training will be designed to meet the requirements of State Board Rule. The training will include a component explaining procedures that require immediate notification of the school administration by school staff of any violation of law, including the illegal possession or distribution of drugs or alcohol.
6. **Community Involvement.** The principal will work with school staff and community members to design and implement a program to inform the community about substance abuse issues and the programs and supports provided by the school to educate students about the dangers of alcohol and drug abuse and to assist students who are abusing alcohol or drugs.
7. **Annual Report.** In a standard format provided by the Vermont Department of Education, the principal or his or her designee will submit an annual report to the Commissioner of Education describing substance abuse education programs and their effectiveness.
8. **Notification.** The principal shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.

Policy Title: Student Substance Use and Abuse Intervention Procedures Policy ID:

1. **Purpose of Procedures:** provide a safe, orderly, civil and positive learning environment and promote safe choices in accordance with the Student Alcohol and Drugs Policy.
2. **Implementation of Procedures:** The following procedures will be implemented throughout the Hartford School District (See policy for definitions):

School staff will immediately report any suspected violation of the Hartford Drug and Alcohol policy to an administrator who will investigate and take appropriate action as outlined in this procedure. Any action taken in exception to these procedures will be explained in a written report to the superintendent.

Depending on the severity of the offense, the administrator may skip one or more steps in the list below and impose a more severe penalty - subject to the above requirement to submit a written report to the superintendent.

All disciplinary measures taken in accordance with this procedure will comply with due process requirements. In addition to the steps below, the district reserves the right to work with law enforcement - again subject to the above requirement to submit a written report to the superintendent.

1. Disciplinary Action:

Students who are found to be in the company of those who violate the policy may be subject to the same penalties if there is compelling evidence that they are engaging in the same behavior. Offenses will be cumulative if occurring within a three year period.

Students under the influence of alcohol and/or drugs

First Offense

- A. The student will be treated as an ill student and the parents will be notified. If the student is sufficiently incapacitated or in distress the matter may be handled as a medical emergency.
- B. The student will be suspended for three days.
- C. The student will be referred to the school's substance abuse team.

Second Offense

- A. The student will be treated as an ill student and the parents will be notified. If the student is sufficiently incapacitated or in distress the matter may be handled as a medical emergency.
- B. The Student will be suspended for five days.
- C. The student will be referred to the school's substance abuse team to determine if participation in a substance abuse treatment program is warranted.
- D. Failure to comply with an order to participate in a substance abuse treatment program may result in the student being suspended from school for an additional ten (10) days.

Third Offense or Later Offenses

- A. The student will be treated as an ill student and the parents will be notified. If the the student is sufficiently incapacitated or in distress the matter may be handled as a medical emergency.
- B. Police shall be notified.
- C. The student will be suspended from school for ten (10) days and will be referred to the Superintendent for a determination if a long-term suspension or expulsion is appropriate.

Students in possession of drugs, drug paraphernalia, alcohol, and/or look-alike substances

When students are found in possession of drugs, drug paraphernalia, alcohol, and/or look-alike substances, the substance(s) will be confiscated and secured. Substances will be turned over to law enforcement as outlined in the District's Memorandum of Understanding (MOU) and parents will be notified. Procedures for handling such incidents will be identical to those used when a student is found to be under the influence of drugs and/or alcohol, except for Step 1A.

Students selling or distributing alcohol and/or drugs

First offense

- A. The student will be suspended from school for ten (10) days after the parents have been notified.
- B. Police shall be notified.
- C. The student will be referred to the school's Substance Abuse Team.
- D. The student may be recommended to the Board for long-term suspension or expulsion.

Second offense

- A. Steps (A) and (B) for 1st offense will be followed.
- B. The student may be recommended to the Board for long-term suspension or expulsion.

Suspected Substance Abuse

When a staff member has reason to believe that a student might be having a problem related to substance abuse, the staff member shall notify an administrator or counselor who will identify a school professional (counselor or SAP) to reach out to the student and his/her family to express concern and offer support and educational materials.

Co-Curricular Activities

Students, who violate the School District's policy on alcohol and drugs while they are participating in a co-curricular activity, are subject to additional disciplinary actions as defined in the school's co-curricular participation rules outlined in the school handbook.

2. Rehabilitative Action

The Substance Abuse Team will meet to develop a plan for rehabilitative action. Students felt to be in need of further education or counseling will be referred to the appropriate program(s) or person(s) within the school. Students felt to be in need of counseling beyond that which can be provided by the school shall be referred to appropriate community agencies. The Hartford School District will not be financially responsible for services provided by community agencies.

3. Sanctuary Response

Sanctuary is a non-disciplinary approach to substance use. Sanctuary focuses solely on support and rehabilitation in lieu of discipline. That said, sanctuary does not protect the student from disciplinary consequences on a repeated basis or if an investigation by administrator has already begun. A student claiming sanctuary should expect the following:

- Any student who has concern regarding his or her own safety or that of another student under the influence of drugs or alcohol, may request sanctuary from any administrator or teacher.
- The teacher and subsequently the district will respond with health and safety first in mind, following emergency first aid procedures as needed.
- The concerned student who brings a fellow student will not be liable for expulsion, and his or her identity will remain confidential. The student who is brought will be granted sanctuary as well.

4. Emergency First Aid Procedures

Teachers/staff are not responsible for evaluating the health and well-being of a student who is suspected of being under the influence but they are responsible for accessing administration and/or health care services as follows:

- In the event that a student is suspected to be under the influence of substances, staff should contact an administrator who will call the nurse as needed.
- In the event the student suspected of being under the influence is ill, staff will escort the student to the nurse or, as needed, call the nurse for assistance.
- If a student is unconscious, the staff should call 9-1-1 and notify the nurse and an administrator immediately.

Tobacco Rules

Policy: Tobacco Prohibition

It is the policy of the Hartford School District to prohibit the use of tobacco on school grounds in accordance with state law. This ban extends to any student, employee or visitor to the school, and applies at all times, whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products at all times while under the supervision of school staff or at school sponsored activities. The Superintendent or his or her designee shall develop procedures, rules and regulations that are in his or her judgment necessary to implement this policy and, at a minimum, will include provisions ensuring that tobacco products are confiscated when found in the possession of students and that referrals to law enforcement agencies are made when appropriate.

Definitions

For purposes of this policy and administrative rules and procedures developed pursuant to this policy:

1. School grounds means any property and facilities owned or leased by the school and used at any time for school related activities, including but not limited to school buildings, school buses, areas adjacent to school buildings, athletic fields and parking lots.[2]
2. School sponsored activity means activities including but not limited to field trips, project graduation events, sporting events, work internships and dances.
3. Tobacco product has the same meaning as set forth in 7 V.S.A. 1001(4), as amended from time to time.[3]

Adopted: August 11, 2009

[1] 18 V.S.A. 1422 requires all employers to “establish...or negotiate...a written smoking policy. For purposes of determining smoking policy for schools with school boards, the employer shall be the school board.” 16 V.S.A. 140 requires that school boards “...adopt policies prohibiting the possession and use of tobacco products by students at all times while under the supervision of school staff. These policies shall include confiscation and appropriate referrals to law enforcement authorities.”

[2] The definitions of “school grounds” and “school sponsored activity” used in this policy are the same as those found in the Department of Education model policy on Possession and Use of Tobacco Products.

[3] The term “tobacco product” is defined in 7 V.S.A. 1001(4) as “cigarettes, cigars, cheroots, stogies, periques, granulated, plug cut crimp cut, ready rubbed, and other smoking tobacco, snuff, snuff flour, Cavendish, plug and twist tobacco, fine-cut and other chewing tobaccos, shorts, refuse scraps, clippings, cuttings and sweepings of tobacco, and other forms of tobacco prepared in a manner suitable for chewing or smoking in a pipe or otherwise, or both for chewing and smoking.”

Weapons & Firearms Policy

I. Purpose of Policy

The purpose of the policy is to provide a safe, orderly, civil and positive learning environment in the Hartford School District.

II. Policy Scope

This policy applies to;

- All students who are enrolled in a Hartford School District school or program, and all other students while on Hartford School District property and/or participating in a Hartford School District sanctioned activity.
- All Hartford School District employees, volunteers, and visitors while on Hartford School District property and/or participating in a Hartford School District sanctioned activity.

III. Definitions

Weapon: Any device or implement used to threaten or cause harm to another person. By definition, bladed weapons (i.e., knives, sword), projectile weapons (i.e., bow and arrow, slings), firearms, chemical weapons (i.e., mace, tear gas), and clubs are classified as weapons even if not used to threaten or cause harm to another person.

Firearm:

- Any weapon (including a starter gun) which will or is designed to and may readily be converted to expel a projectile by the action of an explosive
- the frame or receiver of any weapon described above
- any firearm muffler or firearm silencer
- any firearm ammunition, including ammunition components such as: bullet, case, gun powder and primer and or decommissioned ammunition.

- any destructive device, which includes:

(a) any explosive, incendiary, or poison gas

1. bomb,
2. grenade,
3. rocket having a propellant charge of more than four ounces,
4. missile having an explosive or incendiary charge of more than one-quarter ounce,
5. mine, or
6. similar device

(b) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.

(c) any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

School Zone: In, or on the grounds of a school, or within 1,000 feet from the grounds of a school.

November, 2014, THE HARTFORD SCHOOL DISTRICT

IV. Policy Statement

The Hartford School District shall comply with the federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for disciplinary consequences, including the possible expulsion of students, and for disciplinary consequences for any other person who, without authorization, brings firearms or weapons to or possess firearms or weapons while on Hartford School District property and/or participating in a Hartford School District sanctioned activity.

Authorization to be in possession of a firearm or weapon while on Hartford School District property and/or while participating in a Hartford School District sanctioned activity must be made in writing by the Superintendent.

MEDICAL INFORMATION

Certification

Each student shall be expected to attend all classes in school and is entitled to participate in all school-sponsored activities so long as he/she is capable of performing his/her functions as a student. The school shall be entitled to require from the student a physician's statement should there be sufficient reason to question a student's attendance at or absence from school due to the student's health.

Immunizations

Written verification from a health care provider is required by Vermont law for immunizations.

All students must have written verification of having received two (2) doses of MMR (measles, mumps, rubella) before entering Hartford High School. See Appendix III for complete immunization requirements.

Tetanus immunizations are required every ten (10) years.

If your child receives a new immunization from your health provider, please send written documentation stating dates and type of immunization received. If verification has not been received you will be contacted.

Medical Concerns

It is important that you notify the school nurse during the school year of any changes in your child's health status.

If your child has a chronic health problem or a health condition that may create a need for emergency or supportive care during the school day, please advise the school nurse as the situation arises.

The school nurse will provide release of information forms to be signed by parent/guardians in an effort to collaborate with health care providers in assisting the school to provide a successful educational experience.

Please encourage your health care providers to provide pertinent information regarding medical/support needs during the school day.

Parent/guardian-school communication of medical/supportive needs is vital to the success and safety of the students.

Medications

Hartford High School will implement the following regulations regarding the dispensing of medications for students:

1. Long Term Prescription Medication Regulations
 - a. The school must be given written instructions from a physician before it administers any medication. These should include: name of student, name of drug, dosage, reason for giving and times to be given.
 - b. The school must have written permission from parent(s)/guardian(s) requesting that we give medication.
 - c. Medication must be brought to school in a container which is appropriately labeled by a physician/pharmacist. The pharmacy will label a container for school when prescription is filled if parent(s)/guardian(s) requests it.
 - d. A locked cabinet will be provided for the storage of medication at school.
 - e. The school nurse or his/her designee will give the medication.
2. Forms are available in the office for your doctor to fill out and return to the nurse with the medication. If you forget to bring this form to the doctor's office, ask the doctor to write out instructions for the school nurse (if the medication must be given during the school day).
3. Acute Illness Prescription Medication Regulations
 - a. Regulation "a" above may be omitted for medication used in treatment of acute illnesses (i.e., penicillin for strep throat infection).
 - b. Regulations "b - e" will be followed.
4. Non-Prescription Medications/Over-the-Counter

As developing and responsible young adults, students will be encouraged to plan needs on a daily basis and come to school prepared with their own over the counter medication. Should students need an over-the-counter medication, one will be provided at the discretion of the Nurse, as long as a student emergency information sheet is on file for that student. Student emergency information sheets can be found on the parent section of the website (hhsvt.com).

Temporary Medical Disability

For the purpose of this policy, temporary medical disability shall mean any condition verified by a physician, including pregnancy, which necessitates a student's absence from school for an extended period of time.

Should absence due to temporary medical disability include a period of three (3) or more consecutive school days, the school may henceforth request certification from the student's physician as to his/her ability to return to school.

During a student's absence due to temporary medical disability, it will be the responsibility of the school to make available to the student alternate classroom work for a period of up to thirty (30) school days, including both consecutive and nonconsecutive absences. Should the student miss more than thirty days of school, then a reassessment of the student's situation will be done in order to determine a program of study or a plan of action that is most appropriate to the specific circumstances involved.

If a student is absent from school without certification from his/her physician as to his/her ability to be in school, then the student may be considered truant and treated accordingly.

APPENDIX I

National College Athletic Association (NCAA) Information

For Eligibility Standards for Division I, II & III, the most up-to-date NCAA information and forms, please access the NCAA clearinghouse website: www.ncaa.org or www.ncaaclearinghouse.net or visit the counseling office for materials.

APPENDIX II

Vermont School Immunization Requirements

VT law states that children shall not enter as students in a Vermont school unless they meet the requirements below:

1. Provide the school with an immunization record from a physician, health department or school that your child has received the following vaccines:
 - a. DPT: 3 doses, providing 6 months or more separate the 2nd and 3rd doses (if only 3 doses have been received). *Diphtheria, Tetanus, Pertussis (DTP or DTaP), Diphtheria, Tetanus (DT) or Tetanus, diphtheria (Td) vaccine.
 - b. Polio: 3 doses providing 6 months or more separate the 2nd and 3rd doses (if only 3 doses have been received).
 - c. Measles: 2 doses for K through 12th graders and designated post-secondary school students, with 1st dose on or after the 1st birthday and at least 28 days separating the two doses. (MMR is the preferred vaccine for this requirement.)
 - d. Rubella: 1 dose on or after the first birthday (MMR is the preferred vaccine)
 - e. Hepatitis B: 3 doses at entry into 7th grade, students must have completed or be in the process of completing the 3 dose series.
 - f. Td: 1 dose, if no tetanus containing vaccine was received in the past 10 years.

These are the minimum doses necessary for school entry. The “Recommended Childhood Immunization Schedule” should be followed for the doses necessary for good preventive health.

OR

2. Students may be exempt from immunization requirements for either medical, religious or moral reasons if the following is provided to the school:
 - a. For medical exemptions – a signed statement from a physician that immunization is contraindicated and includes the reason and the time period the exemption is in effect.
 - b. For religious or moral exemptions – a signed statement from the parent or guardian that immunization is against their religious or moral beliefs.
 - c. Exemption forms are available from the school nurse.

DISEASES THAT CAN BE PREVENTED BY IMMUNIZATION ARE AN UNNECESSARY HAZARD TO THE HEALTH OF STUDENTS IN THE CLASSROOM, TO THEIR FAMILIES AND TO OTHERS IN THE COMMUNITY. VERMONT IMMUNIZATION PROGRAM: 1-800-464-4343, Ext. 7638

Appendix III

Additional Awards

The following is the list of awards for which students can strive:

1. Maximum Honor Roll: minimum A- average, no grade below A-, 3.67 GPA;
2. Honor Roll: B- average, no grade below B-; 2.67 GPA;
3. Honor Roll Certificates: Bronze, silver & gold awards given to students at graduation for multiple times on honor roll. Students who qualify for the honor roll sixteen times will be awarded a gold honor cord at graduation;
4. Citizenship Awards; Scholastic Awards: Top three scholars in each class receive recognition;
5. Valedictorian/Salutatorian: Received by the seniors who are first and second in the senior class (highest grade point average);
6. Directors Awards: a medallion and certificate given to students who have maintained an A- average (3.67 or above) for four years;

7. Departmental Awards: Each department gives awards for scholastic excellence at the underclassmen and senior award programs;
8. Faculty Awards (senior year): Overall exemplary students are recognized;
9. Presidential Educational Awards: Seniors with a cumulative A- average or higher are recognized by the President of the United States;
10. Presidential Improvement Awards: Seniors who have shown growth and excellence, but who do not meet the qualifications for the Presidential Educational Awards are honored by the President of the United States;
11. Vermont Principals' Awards: Given to seniors who have a 3.5 average and have participated for two years in a varsity sport or VPA activity;
12. Rotary Students of the Month: Each month various departments select worthy students who are recognized at the Rotary Club Luncheon held at the Get-A-Way;
13. Mascoma Bank Student of the Month: Each month a senior is selected by an administrator and is recognized on the radio.
14. Other Awards: American Legion Citizenship Award Medal (senior); American Legion Outstanding Citizenship Award (senior); Bausch & Lomb (junior, senior); Citizenship Award (senior); College Book Club Awards (junior); Debate awards; Faculty Good Citizenship Award (senior); Faculty Improvement Awards (senior); Math Team awards; National Merit Awards; Rennslear Award (junior, senior); Spirit Award (senior); White River Rotary "Larry Chase Award"

Scholarships (check with counseling for yearly updates and availability):

American Legion; Chester Burnham Award; Class of 1954 Memorial Award; Drown Barwood; Francis P. O'Keefe Award; Frank & Olive Gilman Foundation Scholarships (seniors); Hartford Alumni; Hartford Alumni Spirit Awards; Hartford Education Association; Hartford Emblem Club Scholarship; Hartford Police Benevolent Association; Hartford Retired Firefighters; James Spaulding Memorial Scholarship; Jeffrey Holmes Memorial Scholarship; Reginald Lee Blair Scholarship; Vermont Honor Scholarship; White River Lions

Athletic Awards (Seniors)

Scholar Athlete Awards, Outstanding Athletic Awards, and Robert Taylor Award.

All scholarships and awards listed may not be offered every year. In addition there are many scholarships not listed. Students should contact their guidance counselor for the most up-to-date information regarding scholarships.

Appendix IV

Student Activities

Music and Theater

Concert Band & Concert Choir – Despite being a part of the regular curriculum, both of these groups have a large co-curricular side. This includes concerts, special performances, parades, optional music festivals and auditions. Students are graded on individual performance, class participation, attendance, concerts and testing. The music department also sponsors two major events each year: the annual musical and Pizzazz (a variety show). A large portion of the participants are members of the Band and Choir. Each year Hartford students are selected to be a part of both the All State and New England honors performing groups. Preference for students to sing the National Anthem at graduation will be given to those who participate in the HHS music programs.

Who: All students, grades 9-12
 When: School Year
 Where: HHS
 Contact: Music Department

Jazz Band – Jazz Band is a performing group which meets all year during the second half of Block I. It is open to sophomores, juniors and seniors. Students must have reached an intermediate level of playing ability to participate. Improvisation (playing solos from your head) is encouraged.

Who: All students, grades 10-12, intermediate and above
 When: Second half of Block I – Performances during the school year
 Where: HHS music room
 Contact: Music Department

Jazz Choir – Jazz Choir is a select vocal ensemble of eight to twelve singers, performing works that come mostly from the jazz tradition. Both accompanied and a cappella works will be performed. Auditions will be held each year and will include both a prepared piece and sight-reading. Rehearsals will take place during music enrichment time as well as after school or evenings. Performances will vary, but may include regularly scheduled concerts, Senior Centers, nursing homes and other schools.

Who: All students, grades 9-12
When: Auditions in September
Where: HHS Music Room
Contact: Music Department

Music Festivals and Auditions – (Chorus, Band & Orchestra) There are a number of music festivals available to music students during the year. Festivals are open to students in grades 9-12. Specific music will be assigned for each student to learn and perform either solo or in small groups at an audition. Scores from these auditions will determine selection for festival performance groups.

District, All State and New England:

Who: Open to students enrolled in band or chorus, grades 9-12
When: School year
Where: Various places
Contact: Music Department

Plymouth State Band Festival:

Who: All students, grades 9-12, may be recommended by the band director and selected by the Plymouth Festival committee to participate
When: School Year
Where: Plymouth State College
Contact: Music Department

Musical – Each year the music department produces a major musical (Oklahoma!, South Pacific, West Side Story, Carousel, to name a few). This activity is open to all students in grades 9-12. Auditions are held during the first week of school. The productions involve students in all aspects of theater including acting, dance, singing, set construction, technical theater, costuming, make-up, etc. The rehearsals are in the evening on weekdays with six performances for the public given in mid-November. This is a time of intensive activity and requires a major commitment.

Who: All students, grades 9-12
When: Auditions: first week of school. Rehearsals: evenings on weekdays. Performances: six afternoon and evening performances in mid-November open to the public.
Where: HHS auditorium
Contact: Music Department

The One-Act Play – The One Act Play is open to all high school students. Students are needed not only for acting, but also for technical work. Auditions are held in mid-December and the cast will be selected before the holiday break. Rehearsals begin as soon as school reconvenes. The show is performed at Hartford High School in mid-February. It is then taken to a Vermont one act play festival where it competes with other plays. The top two plays from the regional festival go the New England Festival.

Who: All students, grades 9-12
When: Auditions: mid-December, rehearsals begin in January
Where: Various locations
Contact: Ms. Wyman

Pep Band – Pep Band is a performing group which plays at various sporting events providing motivation or support the team and entertainment for spectators.

Who: All students, grades 9-12
When: Schedule of practices TBA
Where: Auditorium
Contact: Music Department

Pizzazz Variety Show – Each year in March or April the Music Department produces a variety show. This activity is open to all students in grades 9-12. The focus is on live performances in any medium. Dance, singing, mime, skits, comics and instrumental performances make up most of the show's content. Students develop their own ideas for acts and work alone or in small groups. Staff members work with the students to bring their ideas to a performance level. Music for all vocalists is provided by a small combo. There are about two weeks of intensive time commitment when the show is transformed from separate pieces into a complete production. These rehearsals are at night, ending with two or three evening performances for the public.

Who: All students, grades 9-12
When: Rehearsals: evenings on weekdays – Performances: two to three evening performances
Where: HHS auditorium
Contact: Music Department

Sports Register for all sports online at: hartfordvt.gomyreg.com

Each student must turn in the required forms necessary for an interscholastic sport before the season begins. Valid physical examination (Well Exam – Sports Participation Form – required annually) is required to participate in the first practice. All athletes are required to have a consent form and emergency card, must sign the HHS Code of Conduct, must have medical insurance coverage (low-cost coverage is available through the athletic director's office), and must have taken a concussion baseline test within the last two years (administered by the athletic department).

The sponsorship of any given team is predicated on sufficient numbers of participants to make the sport viable and competitive.

Baseball (Boys) – Varsity and Junior Varsity

The baseball program starts its season in March. Due to weather and field conditions, the first two to three weeks of practice are inside the gymnasium. During the first week, preparations are made to determine who plays on the varsity and junior varsity teams. Cuts may be made.

The team plays a condensed and very tough sixteen-game schedule starting in early April and ending in mid-June with a statewide tournament.

The purpose of the program is to teach the game of baseball and the varied skills needed to play all the different positions. Program goals are to encourage team play, commitment and to help any student-athlete who wants to play baseball at the collegiate level.

Who: Male students, grades 9-12
When: Season begins in March. Practices: Monday – Friday after school
Where: HHS gymnasium and the Maxfield Sports Complex.
Contact: Athletic Department

Basketball (Boys) – Varsity and Junior Varsity

Open to all boys in grades 9-12. There are two teams: junior varsity and varsity with twelve players per team (cuts made). Practices take place at Hartford High School (varsity and JV).

JV basketball is open to all juniors, sophomores and advanced skilled freshman who are pursuing the opportunity to play at the varsity level. There are mandatory tryouts for the first three days of the season which runs from late November to March. JV basketball requires a lot of time and dedication. Practice times vary from 3:00-9:00 PM and run for about an hour and a half. Any player making the twelve-player roster will experience an extensive game schedule.

Varsity basketball is open to all classes. The varsity team is for the player who has the highest skill level for this sport. Mandatory tryouts for the twelve-player roster will be held the first three days of the season. The season runs from late November to March. Varsity basketball is for those athletes who are willing to dedicate themselves to this sport. Practice times vary from 3:00-9:00 PM. This level is very intense and time-consuming, but the rewards are high.

Amount of time required – Basketball is the longest season and games are played at night. Bus trips can average two hours one way. This requires doing homework on the bus or in the gym while watching the JV or varsity play. We like to see all participants be students first and athletes second.

Who: Male students, grades 9-12
When: Late November to early March
Where: HHS Gymnasium
Contact: Athletic Department

Basketball (Girls) – Varsity and Junior Varsity

Open to all girls in grades 9-12. There are two teams: junior varsity and varsity with twelve players per team (cuts made). Practices take place at Hartford High School.

JV basketball is open to all juniors, sophomores and advanced skilled freshman who are pursuing the opportunity to play at the varsity level. There are mandatory tryouts for the first three days of the season which run from late November to March. JV basketball requires a lot of time and dedication. Practice times vary from 3:00-9:00 PM and run for about an hour and a half. Any player making the twelve-player roster will experience an extensive game schedule.

Varsity basketball is open to all classes. The varsity team is for the player who has the highest skill level for this sport. Mandatory tryouts for the twelve-player roster will be held the first three days of the season. The season runs from late November to March. Varsity basketball is for those athletes who are willing to dedicate themselves to this sport. Practice times vary from 3:00-9:00 PM. This level is very intense and time consuming, but the rewards are high.

Amount of time required – Basketball is the longest season and games are played at night. Bus trips can average two hours one way. This requires doing homework on the bus or in the gym while watching the JV or varsity play. We like to see all participants be students first and athletes second.

Who: Female students, grades 9-12
When: Late in November to early March
Where: HHS gymnasium
Contact: Athletic Department

Bowling (Girls and Boys) – Varsity

Bowling is the newest Varsity sport offered at Hartford High School. Hartford has been the leader in the development of Bowling as a state-wide athletic opportunity for students and won the first state Bowling championship.

Who: All students, grades 9-12
When: Season begins late August; after school
Where: Various training sites
Contact: Athletic Department

Cross Country (Girls and Boys) – Varsity

Cross country is an exciting kind of foot racing which is available to girls and boys in grades 9-12. Each runner must race through fields and woods, along tracks and roads, for about 3.1 miles. Practices are 3:00-5:00 PM on most school days and some Saturdays, with up to a dozen meets spread over eight weeks. Out-of-season athletes with the desire to run are encouraged to challenge themselves.

Who: All students, grades 9-12
When: Season begins late August; after school
Where: HHS Campus
Contact: Athletic Department

Field Hockey (Girls) - Varsity and Junior Varsity

Varsity Girls field hockey is for those women who are willing to dedicate themselves to this sport. The varsity team is extremely competitive and they compete at the Division I level in the Marble Valley League. The JV squad is geared to participation, skill development and enjoyment. Field hockey practices Monday – Friday from 3:00-5:15 PM. The season runs from mid-August to the end of October. There are two practices a day for upperclassmen until school starts.

Who: Female students, grades 9-12
When: Season begins late August; after school
Where: HHS field hockey field
Contact: Athletic Department

Football – Varsity, Junior Varsity and Freshman

Practice is from 3:00 PM to 5:30 PM every day except Sunday for varsity and junior varsity participants. The freshmen practice Monday through Friday, with a game on one of those days. Our coaching staff is very experienced and deeply concerned with the proper development of our athletes as people as well as football players. We have a no-cut policy and welcome all participants.

Who: All students, grades 9-12
When: Season begins early August; after school, including Saturday for Varsity and JV
Where: Football field
Contact: Athletic Department

Golf (Girls and Boys)

Golf is open to all students. After tryouts in the spring, the students selected for the teams will practice at the Quechee Club from 3:00-5:50 PM, Monday - Friday. Both teams will compete in matches against other schools. Each team member must provide his/her own clubs. Proper dress and etiquette are required.

Who: Students, grades 9-12
When: Season begins in March; after school
Where: Off Campus
Contact: Athletic Department

Ice Hockey (Boys) – Varsity

The boys' ice hockey team is a varsity program that is made up of males in grades 9-12. The season begins mid-November and ends in early March. The schedule provides for twenty games plus a tournament, and there is a fair amount of travel to and from games. The team competes in the Vermont Hockey League at the Division II level. The team practices four times per week at the Wendall A. Barwood Arena and has games twice a week (Wednesday and Saturday) during the season; practice times are after school (4:15-5:15) or in the morning. Players are expected to attend all practices and games. Cuts may be made.

Who: Male students, grades 9-12
When: Begins mid-November to early March – Practice: normally after school
Where: Wendall A. Barwood Arena
Contact: Athletic Department

Ice Hockey (Girls) – Varsity

Hartford High School had the first school-supported female ice hockey team in the State of Vermont. The team is generally made up of fifteen to twenty players, grades 9-12. The season begins mid-November and ends in early March. The schedule provides for twenty games plus a tournament, and there is a fair amount of travel to and from games. The team competes in the Vermont Hockey League at the Division II level. Team building and skill development are priorities in this program. The team practices four times per week at the Wendall A. Barwood Arena and has games twice a week (Wednesday and Saturday) during the season; practice times are after school (3:00-4:00) or in the morning. Players are expected to attend all practices and games. Cuts may be made.

Who: Female students, grades 9-12
When: Begins mid-November to early March – Practice: normally after school
Where: Wendall A. Barwood Arena
Contact: Athletic Department

Lacrosse (Boys) – Varsity and Junior Varsity

The lacrosse program competes in Division II of the Marble Valley League and also schedules games outside the league. The schedule provides for sixteen games plus a tournament, and there is a fair amount of travel to and from games. Practices are after school Monday through Friday. Pre-season practices are held indoors at the White River School. Each participant is responsible for providing his/her own equipment.

Who: All students, grades 9-12
When: Begins in March to early June; after school
Where: HHS Campus
Contact: Athletic Department

Lacrosse (Girls) – Varsity and Junior Varsity

The lacrosse program competes in Division II of the Marble Valley League and also schedules games outside the league. The schedule provides for sixteen games plus a tournament, and there is a fair amount of travel to and from games. Practices are after school Monday through Friday. Pre-season practices are held indoors at the Ottauquechee School. Each participant is responsible for providing his/her own equipment.

Who: All students, grades 9-12
When: Begins in March to early June; after school
Where: Practice & Game TBA
Contact: Athletic Department

Soccer (Boys) – Varsity and Junior Varsity

The Hartford boys' soccer program is a Vermont Division II program. The teams compete in the Marble Valley League "B" Division. The schedule provides for fourteen games plus a tournament, and there is a fair amount of travel to and from games. Teams are selected based upon ability, attitude, and age. The fall season begins late August and runs through the end of October. Cuts may be made.

Who: Male students, grades 9-12
When: Late-August to late-October
Where: Maxfield Sports Complex
Contact: Athletic Department

Soccer (Girls) – Varsity and Junior Varsity

The varsity team competes in the Marble Valley League "A" Division (Vermont Division II). Girls in grades 9-12, regardless of experience or ability level, are encouraged to try out. Teams are selected based upon ability, attitude, and age. The fall season begins late August and runs through the end of October. Cuts may be made.

Who: Female students, grades 9-12
When: Late-August to late-October
Where: Maxfield Sports Complex
Contact: Athletic Department

Softball (Girls) – Varsity and Junior Varsity

Softball is offered at the varsity and junior varsity levels for girls in grades 9-12. Tryouts begin in March and the teams are chosen by the end of the first week. Depending on the number of girls trying out there may be some cuts. The softball schedule provides for 16 games at the Vermont Division 2 level plus the postseason tournament. A strong emphasis is placed on the development of skills and the teaching of the game of softball. We also spend a great deal of time on team and spirit building. In the pre-season we practice in the gym and times vary; once we get outside we practice at Maxfield Sports Complex. Practice times vary from 3:00 PM - 5:30 PM. Cuts may be made.

Who: Female students, grades 9-12
When: Tryouts, mid-March – after school daily
Where: Maxfield Sports Complex
Contact: Athletic Department

Tennis (Girls & Boys) – Varsity and Junior Varsity

The spring season begins in March. We belong to the Marble Valley League and participate in Vermont Division II play-offs. Each match includes five singles competitions and two doubles matches. Practices are daily after school. We encourage anyone who wishes to play to enroll in the program.

Who: All students, grades 9-12
When: Begins mid- March; after school
Where: HHS Tennis Courts
Contact: Athletic Department

Track (Girls and Boys) – Varsity and Junior Varsity

Hartford High School runs a co-ed track and field team. The team has several specialized coaches who work with each group. The track program begins in late March and runs through June. The program focuses on personal improvement and fun.

Who: All students, grades 9-12
When: Third Monday in March through early June; after school
Where: HHS
Contact: Athletic Department

Winter Track (Girls and Boys) – Varsity and Junior Varsity

Hartford High School runs a co-ed winter indoor track team. The track program begins in late November and runs through February. Most meets are on Saturdays at either Norwich University or UVM. Practices are daily after school. The program focuses on personal improvement and fun.

Who: All students, grades 9-12
When: Last week in November through February
Where: HHS
Contact: Athletic Department

Other HHS Activities

Dances, School-Sponsored - Students groups (senior class, junior class, Student Council, etc.) sponsor dances throughout the school year. School discipline rules are in effect for all dances. Students may invite visitors if they submit a “visitor application” to an assistant principal one week prior to the event which is then approved. With the exception of the Junior Prom, all HHS-sponsored dances will occur on school property. HHS will not have any association with dances that occur at other locations.

Debate Team – The Debate Team is open to all students in grades 9-12. The purpose of the team is to debate other schools in a tournament. These are usually held on Saturdays from December through March. The Debate Team meets September through March in the library or room 130 on Thursdays, immediately after school for the purpose of preparing for interscholastic debate. Not only is debate fun and exciting, it also helps students build valuable research, thinking, and speaking skills that will help in college as well as in high school.

Who: All students, grades 9-12
When: September through March, Preparation for interscholastic debate – Thursdays after school – Debating other schools: Saturdays
Where: Room 130
Contact: Mr. Dixon

Math Team – The Hartford Math Team is open to all students in all grades regardless of math ability. The team is split into two levels (Junior Varsity and Varsity). Students qualify for Varsity by exceeding minimum scores on Math Team competitions.

The Math Team participates in the New England Mathematics League, AMC, UVM and Talent Search Competitions. There are also after-school practice sessions throughout the year. Students must participate in a minimum number of Math Team competitions and practices to be a part of the team.

Who: All students, grades 9-12, regardless of math ability
When: Usually Tuesdays from 2:30 PM - 3:00 PM
Where: Room 209
Contact: TBA

National Honor Society – The National Honor Society was chartered in 1921 by the National Association of Secondary School Principals. Up to that time the predominant recognition of students had been through athletic awards and it was felt that there was a need to reinstate the importance of scholarship in education.

Now, over 80 years and 20,000 chapters later, we continue this tradition by recognizing and encouraging students who exemplify the four qualities of National Honor Society membership: scholarship, service, leadership and character. The Hartford High School chapter is known as the Elias Lyman Chapter and came into existence in 1956.

Twice each year a faculty committee meets to review the names of all students seeking membership. The first criterion, scholarship, must be met by having at least a 3.50 average. Students who meet this requirement submit a profile of their school and community activities indicating leadership and service. Character is judged by all school faculty members who submit an evaluation of students to the selection committee.

Who: Selected from those in grades 11 and 12 who have a 3.50 average and submit a profile
When: Twice a year
Where: HHS
Contact: Angel Conrad-Schlager

Prom Committee – The Prom Committee is a body of junior class students, usually including the class officers, who plan, organize, and carry out the Junior Prom. Working with the junior class faculty advisor(s), members of the committee discuss and evaluate potential locations, contact a variety of parties (individuals and services), estimate costs, create a budget and live within its limitations.

Who: All students, 11th grade
When: Junior Year
Where: HHS
Contact: TBD

Rainbow Squad - The Rainbow Squad sponsors discussions dealing with current school problems and issues, invites outside speakers and serves as a social group. The GSA also serves as a support group for members of the HHS community. The group is not a formal club, and students should feel free to drop by whenever it is convenient.

The goals of the Hartford High School Rainbow Squad are:

1. To support members of the HHS community who are gay;
2. To encourage a more respectful atmosphere in HHS towards all students.

Who: All students, grades 9-12
When: TBA
Where: Room 113
Contact: TBA

Rock Climbing Team – The climbing team is open to all high school students, and is open to all abilities. For many this team provides an opportunity to learn all the skills needed to enjoy recreational indoor climbing. The season is the winter athletic season. The team climbs at the Green Mountain Climbing Center in Quechee, www.vermontclimbing.com. To participate, participants must purchase a student membership; details can be found at the climbing center's website.

Who: All students 9-12
When: Winter, Practices TBA
Where: Green Mountain Climbing Center
Contact: Roy Hathorn

Student Council – Student Council meets every other Friday at 7:15 AM in the library. The Council's purpose is to work for the overall welfare and improvement of the school. The various activities of the Council provide opportunities for student leadership and service to the community. Participation in Student Council is determined by class and school elections. Some weekend or evening fundraising events may be requested of council members.

Who: Elected students grades 9-12
When: Every other Friday at 7:15 AM
Where: The library
Contact: Ms. Johnson

Hartford Ultimate Frisbee Club - HUC is open to all high school students. Players need no prior experience, only a desire to have fun, to play Ultimate, and to uphold the "Spirit of the Game." The season is the fall athletic season. If interest and commitment permit, area scrimmages and regional tournaments will be scheduled. This club is an alternative to varsity athletics. Its informal, eclectic spirit is a hallmark and goal of the game.

Who: All students, grades 9-12
When: Fall, Tuesday - Thursday, 3:15 - 4:30
Where: TBA
Contact: Mr.Hinman

Other Clubs/Committees:

Pep Rally Committee, Yearbook Committee, Winter Sports Club, 3-D Vermont Club, Stem Club, Winter District Festival, New England Music Festival, All State, Film Club, & Cooking Club.

Family Educational Rights and Privacy Act (FERPA)

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want the Hartford School District to disclose directory information from your child's education records without your prior written consent, you must complete a form that can be obtained from your school principal and return it to the school prior to September 30, 2010. Parents or guardians who are registering students new to the district must notify the district by completing a form provided at the time of registration and returning it within the first 10 days of enrollment. The Hartford School District has designated the following information as directory information and it *will be available for disclosure to the public unless the provided form is returned to your child's school:*

- A student's name, address, and telephone number.
- The names of students participating in officially recognized activities and sports and activity/sport photographs, and weight and height of members of athletic teams.
- The student's grade level, enrollment status, and honors and awards received in school.

For limited school-sponsored purposes (student recognition activities, yearbook or student newspaper, printed programs for extracurricular activities, news releases to local media, district/campus website, district/campus video, district/campus publications) the Hartford School District will utilize designated directory information unless the parent or guardian has objected in writing. Objection to the use of directory information for a limited school-sponsored purpose will result in the student(s) being omitted from all district/school publications and programs for extracurricular activities.

In addition to the release of student information required under FERPA, compliance with the No Child Left Behind Act of 2001 requires the District to release student information to military recruiters or institutions of higher learning. Upon written request, the name, address, and phone number of secondary students enrolled in the District will be released unless the parent has provided a written objection to the principal.

Annual Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 year of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate District official) a written request that identifies the record(s) they wish to inspect. The District official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, or in violation of the privacy rights of the student. The parent(s) or eligible student shall write the school principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of the privacy rights of the student. The school principal

shall decide whether he/she will amend the record within a reasonable time of the request, not to exceed forty-five (45) days after the request is made. If the school principal decides to grant the request, he/she shall amend the record accordingly. If the school principal decides not to amend the record as requested by the parent or eligible student, the school principal shall notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent or eligible student when they are notified of the right to a hearing. If, as a result of any hearing held, it is determined that the information is inaccurate, misleading or otherwise in violation of the student's privacy rights, the record shall be amended accordingly, and the parent or eligible student shall be notified of the amendment in writing. If, as a result of any hearing held, it is determined that the information in the education record is not inaccurate, misleading, or otherwise in violation of the student's privacy rights, the parent or eligible student shall be so informed and shall be advised of the right to place a statement in the record commenting on the contested information and/or stating why he or she disagrees with the decision of the District. If the District places such a statement in the student's education records, the District shall maintain the statement with the contested part of the record as long as the record is maintained and shall disclose the statement whenever it discloses the portion of the record to which the statement relates.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to School officials with legitimate educational interests. A School official is a person employed by the Board as an administrator, supervisor, teacher, instructor, or support staff member (including health or medical staff and school resource officers); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task, including but not limited to an attorney, auditor, medical, educational or other consultant; a volunteer performing a task or function as directed by a person employed by the Board; or therapist. "Legitimate educational interest" is defined as a direct or delegated responsibility for helping the student achieve one or more of the educational goals of the District, or if the record is necessary in order for the School official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family. The District also discloses student education records without consent of the parents or eligible student under the following circumstances:

- a. Upon request, to officials of another school, school district or system, or post-secondary education institution in which a student has enrolled or seeks or intends to enroll. In addition, the School may disclose a student's education record to another educational agency or institution if the student receives services from the other educational agency or institution;
- b. To authorized federal officials or state or local educational authorities;
- c. The disclosure involves necessary information in connection with financial aid for which the student has applied or which the student has received;
- d. The disclosure is to state and local officials or authorities and is allowed to be reported or disclosed pursuant to a state statute adopted before November 19, 1974, if the allowed reporting and disclosure concerns the juvenile justice system and the system's ability to effectively serve the student prior to adjudication; and, where disclosure of information is permitted by a state statute adopted after November 19, 1974, the state official and authorities to whom the records are disclosed certify in writing to the school that the information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the student's parent;
- e. To organizations conducting studies for or on behalf of, educational agencies or institutions in order to develop, validate or administer predictive tests, administer student aid programs, or improve instruction;
- f. To accrediting organizations to carry out their accrediting functions;
- g. The disclosure is to parents of a dependent student, as defined in the Internal Revenue Code;
- h. To comply with a judicial order or subpoena;
- j. The disclosure is to the parent of a student who is not an eligible student or to the student.

"Directory information" is personally identifiable information that is contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Subject to this definition, the District has designated the following personally identifiable information in a student's education record as "directory information" and will disclose that information without prior written parental or eligible student consent, except when the request is for a profit-making plan or activity: a student's name, major field of study, dates of attendance, current grade level, participation in officially-recognized extra-curricular activities and sports, height and weight if a member of an athletic team, date of graduation, honors and awards received, and the current and previous educational institution attended by the student.

In addition to the above, the District releases the names, addresses, and telephone listings of secondary students to military recruiters for any branch of the United States Armed Forces, or to an institution of higher learning, that requests such information, unless the secondary student or parent of the secondary student requests that such information not be released without prior parental consent.

Parent(s), guardian(s) or eligible students shall provide notice to advise your school principal by September 30, 2010, in writing, of any or all of the above items that should not be released without the parent's or eligible student's prior consent.

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

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

NOTIFICATION OF MANAGEMENT PLAN AVAILABILITY

TO: Parents, Teachers, Employees, Other Personnel or their Guardians, Parent-Teacher Organization Presidents

FROM: Thomas DeBalsi, Superintendent of Schools
Hartford School District
73 Highland Avenue
White River Jct., VT 05001
Telephone: (802) 295-8600

The Asbestos Hazard Emergency Response Act (40 CFR 763.93 (g)(4)) requires that written notice be given that the following schools have Management Plans for the safe control and maintenance of asbestos-containing materials found in their buildings. These Management Plans are available and accessible to the public at the administration office of each facility listed below.

SCHOOL	ADDRESS	TELEPHONE
1. Hartford High School	White River Jct., VT 05001	295-8610
2. Hartford Area Career and Tech Center	White River Jct., VT 05001	295-8630
3. Hartford Memorial Middle School	White River Jct., VT 05001	295-8640
4. Dothan Brook School	Wilder, VT 05088	295-8647
5. White River School	White River Jct., VT 05001	295-8650
6. Ottauquechee School	Quechee, VT 05059	295-8654
7. Regional Alternative School	Wilder, VT 05088	295-8628
8. Hartford Superintendent's Office	White River Jct., VT 05001	295-8600

HARTFORD SCHOOL DISTRICT
2017-2018 Release of Student Directory Information Form

Student Name (printed)_____

Grade_____ School_____

Release of Directory Information:

- NO**, Hartford School District does not have my permission to release directory information about my child **UNLESS** it is for a school-sponsored purpose such as student recognition activities, yearbook or student newspaper, printed programs for extracurricular activities, news releases to local media, media release photographs of students, district/campus website, district/campus video, and district/campus publication.
- NO**, I do not want Hartford School District to release **ANY** directory information, even for limited school-sponsored purposes. I understand that by not releasing the information my student will not be included in the yearbook, programs for extracurricular activities, the student newspaper, or any other such school publications.

Release of Directory Information to Military Recruiter or Institution of Higher Education:

Federal Law requires districts receiving assistance under the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.) to provide a military recruiter or an institution of higher education, on request, with the name, address, and telephone number of a secondary student unless the parent has advised the district that the parent does not want the student's information disclosed without the parent's prior written consent.

- NO**, I do not want the name, address, and telephone number of my secondary student released to a military recruiter.
- NO**, I do not want the name, address, and telephone number of my secondary student released to an institution of higher education.

Parent/Guardian Name (printed):_____

Parent/Guardian Signature:_____ Date:_____

HARTFORD SCHOOL DISTRICT

2017-2018 Media Release Form

Occasionally during the school year there are opportunities to photograph, audiotape, videotape, or interview students in or outside of our schools. It has been the school district's experience that students enjoy being publically recognized for the good things they do and the exposure is very positive. However, we also respect and understand a parent's desire for privacy.

Generally speaking there are two types of media opportunities in the school district:

Instructional opportunities:

Sometimes administrators, teachers, consultants, or students work on projects using audiotape, videotape, or photography in the classroom. Some projects become teaching tools and may be retained and used for an extended time. Some projects may involve group work and may go home with other students.

Public opportunities:

Sometimes a newspaper, television or radio station, or school administrators are invited into a school to report on a special event, school project, or student activity, such as a school fund-raiser, community-school project, or educational school project that may be of interest to the greater community. Or, your student may be photographed or reported in an article on the school district website or in a school newspaper or yearbook. (Note: The school district does not include names with photos on the website.)

Please complete and return this form if you do not want your child to participate in one or both of these opportunities.

If the school does not receive this form back from you we will assume you have agreed to let your student be photographed, videotaped, and/or audiotaped.

I **do not** give my permission for my child to be videotaped, audiotaped, and/or photographed for instructional purposes.

I **do not** give my permission for my child to be videotaped, audiotaped, or photographed by the newspaper, television, radio, on the school district website, or in school publications.

Student Name: _____

Grade: _____

School: _____

Date: _____

Parent/Guardian's Signature: _____

NOTE to Parents: If you choose not to have your child photographed or videotaped, please tell your child of your decision so they understand why they are not being included in these activities with other students.

This form will stay on record for the 2017-2018 school year. If at any time you wish to make a change, please request another form at the school office or print a copy from the district website (located under the Photo menu option). For other information about privacy rights, please read the FERPA Guidelines, which are also posted on the website.

Student/Parent Handbook 2017-2018 School Year

Signature Page

Student (PLEASE PRINT) _____
Last First MI

We, the parent(s)/legal guardian(s) of _____,

have read and understand the *Hartford High School Student/Parent Handbook*, and we agree to cooperate with our son and/or daughter and the school in fulfilling its requirements to the best of our ability.

Signature of Parent/Guardian

Signature of Student

Date Signed

Your email address will aid us in communicating with you: _____

Special Note:

Please complete and return this form to Hartford High School Main Office by the end of the first week of school.

Senior Responsibility and Privilege Program (SRPP)

(2017-2018 Student / Parent Handbook)

The handbook can be found on hhsvt.com on the student page and parent page or a copy can be provided in the main office at students request.

SENIORS WILL BE ALLOWED TO LEAVE SCHOOL PREMISES DURING AN OPEN “H” BLOCK ONCE A PARENT/GUARDIAN HAS COMPLETED THE FORM BELOW.

1. Seniors will be allowed to leave school premises during H block.
2. Seniors may not take underclassmen off-campus during H block.

Rationale

1. To provide seniors entering the adult world with an opportunity for decision-making. These decisions must be made with the knowledge and agreement of the parent/guardian.
2. To provide the opportunity for seniors to make better personal use of their unscheduled time for non-school responsibilities.

Eligibility

1. A senior’s parent/guardian **MUST** sign the attached SRPP form **before** privileges may take effect.
2. The SRPP may be revoked by an administrator or parent/guardian at any time the student is found abusing the privilege or if, in the opinion of the student’s team, it is in the student’s educational best interest to do so.

Responsibilities

1. Arriving after 7:46 AM, you must always check into the main office for attendance purpose. If they leave school during the school day for a medical, dental, or emergency reason all students **MUST SIGN OUT AT THE MAIN OFFICE.**
2. The school administration reserves the right to add or subtract from these privileges in keeping with the best interests of Hartford High School. Any student failing a class or has received more than one discipline referral could have his/her privilege revoked for a certain period of time.

Senior Responsibility and Privilege Program (SRPP)

I hereby give my son/daughter permission to participate in the SRPP. I also realize that my son/daughter is not required to be on school property during “H” block. Therefore I release Hartford High School and its employees from liability resulting in injury while exercising these senior privileges.

Student Name: _____

Please print clearly

Parent/Guardian Signature

Date

Student Signature

Date