

**Hebron Public Schools  
Student and Parent Handbook  
2019-2020**



*High Expectations, Bright Futures*

**Gilead Hill School (Pre-K –2)  
Hebron Elementary School (3-6)**

**Gilead Hill School**  
580 Gilead Street  
Hebron, Ct 06248  
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August, 2018

Dear Families,

On behalf of the entire Hebron Public Schools faculty and staff we would like to welcome you to the 2018-19 school year. We are excited to begin what we know will be a wonderful school year filled with fantastic learning experiences, strong friendships, opportunities to work together, and numerous events that will bring a smile to our faces and great pride in our school community!

Please take some time to review this Handbook for Students and Parents with your child. The handbook provides important information about the policies, procedures, and expectations of our schools. In it you will find details about our school day, procedures for arrival and dismissal, health related items, attendance expectations, details about school and community resources and support, building a positive school climate, copies of important board of education policies, and a great deal of other information that will help support a safe environment that is conducive to learning for all children.

Included with your child's opening day information is a signature form. **Please indicate on that form that you have read the handbook and reviewed it with your child and return the signed copy to the school by Friday, September 13th.**

In addition to the Handbook for Students and Parents, please keep informed about the many wonderful happenings in our schools by accessing our website ([www.hebron.k12.ct.us](http://www.hebron.k12.ct.us)), reviewing "Tuesday Papers", and signing up for School Messenger as these are our primary tools for communication.

We always welcome your questions, concerns or suggestions in assuring that we are working collaboratively to make this a successful school year for everyone.

Sincerely,

*Michael Larkin*  
Principal  
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## **Hebron Public Schools Mission and Vision Statements**

### **Mission Statement**

The Hebron Public Schools, in partnership with families and the community, is committed to fostering confidence, creativity, responsibility, and academic excellence in our children to enable them to explore the possibilities in their diverse world as respectful, contributing members of their community.

### **Vision Statement**

The Hebron Public Schools is a high achieving district that supports all learners. We...

- Maintain high academic standards;
- Value the importance of technology;
- Celebrate participation in the Unified Arts;
- Actively recruit, train, and support educational professionals;
  - Foster social and emotional well-being;
- Establish meaningful relationships through collaboration with staff, students, families and the community;
  - Adapt to changes in a fiscally responsible manner.

### **Hebron Public Schools—Central Office Administration 860-228-2577 (phone) 860-228-2235 (fax)**

Dr. Lynne B. Pierson, Interim Superintendent of Schools  
Dr. Donald Briere, Director of Educational Services

### **Hebron Board of Education**

Heather Petit (Chairperson), Christopher Aker (Vice-Chairperson)  
Kevin Williams (Secretary), Maryanne Leichter, Geoffery Davis, and Kathy Williams

The Hebron Board of Education prohibits harassment and discrimination in educational programs, services, or employment on the basis of race, color, religious creed, age, marital status, military status, military or veteran status, national origin, sex, ancestry, sexual orientation, or past or present physical or mental disability in accordance with Titles VI, VII, of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1973, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991, and appropriate state laws.

The Hebron Board of Education reserves the right to modify, change or update the policies contained herein.

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## **Hebron Public Schools Strategic Operating Plan**

The major goals of the Strategic Operating Plan for next three years are to sustain high achievement, embrace the needs of 21<sup>st</sup> century learners, and continue to focus on a well-rounded experience for all children. The development of a new district vision and mission, Board of Education goals, district and school improvement plans, and a new strategic operating plan will be the vehicle that drives the district forward. Additionally, maintaining a laser like focus on building open communication with all constituents, while increasing transparency throughout the work of the district is essential.

**Goal 1: Maintain and expand upon district, school, and community climate and cultural practices that will support and foster positive interactions, engagement, and involvement.**

- Nurture the current culture of pride that students, staff, and the community have to further promote district-wide unity and school climate.
- Maintain PBIS and character development within the schools, focusing on tiered intervention support and practices for students.
- Utilize collected behavioral data through the PBIS program to further improve supports and work with students, while continually targeting school areas requiring remediation and/or intervention.
- The Hebron Board of Education will continue to support district practices, while working with the superintendent through the implementation of goals and strategies that foster further success within the district.
- Ensure shared values and a comprehensive understanding of Hebron's vision, dedication, and commitment to excellence are adhered to by all school committees, district teams, and collaborative work.
- Maintain a unified, trusting, and supportive administrative team culture that openly shares leadership values and is committed to the vision and goals for the district.
- Celebrate the successes of both students and staff in various domains across the district and community.
- Foster the roles and work of the district climate coordinator, school climate specialists, school climate teams, and parental involvement as part of those teams.
- Effectively implement and utilize climate survey data across the district encouraging community involvement, while sharing survey results with all constituents.
- Promote increased diversity education for all students through programs and activities.
- Develop and encourage community partnerships in order to share and promote our district, schools, staff, and student successes, while utilizing resources and services.
- Continue to encourage parental support, participation, and involvement in all school related programming and activities outside of the general classroom.

**Goal 2: Cultivate a partnership with parents and the community that promotes school participation and supporting practices that will assist the district as it embraces change.**

- Expand current communication methods with parents and the community to further build transparency and foster connectedness with all constituents.
  - Develop and maintain a user-friendly website to meet the needs of families and the community at large.
  - Create a digital 'Strategic Dashboard' so parents can access district and school data more readily.
  - Improve sharing and dissemination of instructional practices to model effective strategies that can promote learning at home.
  - Maintain a positive and supportive atmosphere where parents and community members are encouraged to visit, volunteer, and take part in the learning process.
  - Further engage in discussions and open dialogue with parents and the community around the impact of enrollment and other key issues through forums (budgetary) and/or created strategic planning teams.
  - Launch new community partnerships through expanded outreach, while fostering and strengthening existing ones.
- Work with the Hebron Education Foundation, Parent Teacher Association, and AHM to create stronger partnerships, while further identifying programs and activities that could benefit from funding.

**Hebron Public Schools  
Strategic Operating Plan  
(Continued)**

**Goal 3: Maintain high academic achievement through a performance management approach, differentiated instructional practices, and data driven decision making that supports every student and his/her learning.**

- Continue to foster excellence, while remaining supportive of our schools and students holding them accountable for rigorous teaching and learning and high academic achievement in all areas.
  - Ensure all educators have access to, are trained, and are using comprehensive curriculum through creative and effective instructional practices.
  - Continue to develop SRBI practices at every grade level in order to provide support, appropriate resources, and instruction that support every child.
  - Strengthen core instruction (ELA, Math, Science, and Social Studies) and expand teacher knowledge and implementation of state standards to further promote student academic success.
  - Expand intensive primary level intervention for children to increase success in the general education setting.
  - Maintain a data management system for the continued collection, review, and reporting out of all student information which can occur in a timely fashion, be user friendly, and be understood visually through graphs and charts.
  - Strategically monitor and improve pathways to success for every child as they move from Hebron to RHAM Middle School.
- Target and involve teachers in high quality professional development opportunities that align with the vision and goals.

**Goal 4: Strengthen opportunities to develop the whole child by providing all students with a balanced program that includes exceptional unified arts programming, enrichment, and social and emotional growth opportunities that prepare children for a successful journey to adulthood.**

- Maintain rigorous arts, music, physical education, and library/media programming that encourages participation of all students pre-k through grade six.
- Expose all students to physically, socially, and emotionally healthy practices through varied experiences.
- Encourage exposure of all students to cultural experiences and languages.
- Maintain curricular enrichment programs to support the needs of diverse learners.
- Ensure resources are allocated efficiently to support a staffing structure that maintains rigorous unified arts programming at all levels.
- All students will have access to exceptional and varied learning opportunities that promote and stimulate interest and growth.
- Encourage problem solving, communication, and collaboration skills.
- Support inter-personnel skill building and development.
- Monitor continued social and emotional growth within all children, while engaging staff in professional development opportunities that support whole child development.

**Goal 5: Continually investigate and integrate technology learning opportunities in all areas of the educational arena.**

- Ensure a sound technology infrastructure is in place to support 21<sup>st</sup> century skills and support online assessment practices.
- Use allocated resources to support technology integration in every classroom and subject area.
- Expand technology use and experiences for all students and staff, providing innovative learning activities.
- Provide and promote staff use of technology through professional development and job-embedded learning opportunities.
- Incorporate virtual programs and online learning experiences to support curriculum, instruction, and diversity education.
- Ensure a comprehensive district technology plan is adhered to and provides yearly guidelines and planning to support initiatives.
- Retain qualified and highly competent technology support personnel who effectively promote and assist with further technology integration for students.

**Goal 6: Retain and hire the most caring, supportive, and child-centered staff to maintain and increase staff/student relationships that will promote high engagement and academic excellence.**

- Empower staff members to identify and engage in their own professional growth opportunities, while fostering high expectations and excellence within the schools and classrooms.
- Model leadership management practices and relationship building to promote and encourage the expectations of interactions between staff, students, parents, and the community across the district.
- Promote continued team work while building capacity for teacher leaders to emerge and further support new staff members.
- Cultivate individual opportunities to expand professional growth and expertise for staff members in various instructional domains.
- Foster a model of peer coaching between teachers and teams to maximize professional strengths, learning opportunities, and growth.
- Encourage and create pathways for expanded partnerships and learning opportunities between teachers and staff in Hebron, Marlborough, and Andover.
- Continue to build a framework to better assist staff with their instruction, assessment, and interpretation of student data.
- Teacher Evaluation and TEAM participation.
- Continue to train substitutes, volunteers, and para-professionals as a way to support school personnel.

**Hebron Public Schools  
Strategic Operating Plan  
(Continued)**

**Goal 7: Establish and maintain transparent and systematic resource management practices that will foster trust and increased collaboration across the district and community.**

- Maintain budgetary guidelines for the business department that ensure fiscally appropriate, responsible, and sound practices are occurring.
- Build and sustain business practices that are transparent, fluid, and maintain a 'check and balance' system.
- Maintain a protocol and process for resource management and the allocation of dollars across the district.
- Further identify opportunities for consortium and shared work (professional development, insurance savings, healthcare) with the town, RHAM, Marlborough, and Andover along with our RESC (EASTCONN) in an effort to regulate spending and costs.
- Maintain alignment of expenditures through the operating plan and newly developed district vision.

**Goal 8: Ensure our school facilities and grounds remain equipped to provide essential security and safety for all students and staff.**

- Maintain a sound working relationship with the town and the Parks and Recreation department collectively ensuring our grounds and buildings remain in excellent shape.
- All emergency response protocols will remain updated, reviewed, and practiced during the course of each school year.
- Crisis teams at both schools will continually review practices and ensure committee participants are clear on roles and responsibilities.
- Administration will continue to work with state police and town officials on best practices for school safety and security infrastructure.
- Principals and school staff will continually engage students in best practices and planning for school safety.
- Parents and the community will remain informed and be a working partner in all school safety protocols and practices that are implemented within the buildings.

**Preparing our children for a bright and prosperous future is paramount. Every child has the right to excel and become a wonderful productive member of society. It is our job and calling to ensure that the children of Hebron become grounded in the early fundamentals of life. We must educate, challenge, and inspire their interests and diverse ability levels. Strengthening our schools, educators, and programs must remain at the forefront of all that we do. Working in a collaborative fashion is the vehicle in which we will obtain continued success and a movement toward greatness. We will embrace the challenges that lie ahead and the issue of declining enrollment within our district. A team approach to tackling this most prudent issue will be a necessity, while utilizing our operating plan and practices to guide us and maximize all resources for our students, staff, and schools. Hebron will become a leader in this challenging venture that many districts are facing. Our shared vision across the schools and community will guide our sound decision making to always do what is in the best interest of our children and school system.**

## GENERAL INFORMATION AND BUILDING PROCEDURES

### School Hours

AM Pre- Kindergarten	8:30 a.m.—11:20 a.m.
PM Pre-Kindergarten	12:20 p.m.—3:10 p.m. (M, T, TH, F)
Grades Pre-K (Full day) K– 6,	8:30 a.m.—3:10 a.m.

### Early Dismissal Days

Grades Pre-K (Full day), K—6	8:30 a.m.—1:10 p.m.
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### Delayed Opening Days

All grades PK-6	10:30 a.m.-3:10 p.m.
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### Emergency Closing/Delay Information

Emergency closings/delays for any reason are announced on WTIC 1080 AM, WDRG (102.9 FM) and WILI (98 FM). Television stations WVIT (Ch. 30), WTNH (Ch. 8), WTIC (Ch. 61) and WFSB (Ch. 3) will also have the announcement. Parents who have downloaded the Apptegy App will be notified via push notification.

### School Cancellations

If school is cancelled:

- All special education transportation will be cancelled
- All after-school community activities will be cancelled
- Extra-curricular school activities in all schools will be cancelled except upon specific approval of the principal following consultation with the superintendent of schools.

### Early Dismissal Days for Professional Development

There are six planned Early Dismissal days on our school calendar. They will follow the Early Dismissal Schedule above. These dates are:

- September 27
- November 5
- December 11
- February 14
- April 9
- May 22

Early release schedules also apply to all special education transportation.

### Non-Scheduled Early Closing:

- A decision to close school early will be made by 10:30 a.m.
- All students will be dismissed at 1:10 p.m.
- All after school community activities will be cancelled.
- Extra -curricular activities in all schools will be cancelled except upon specific approval of the principal following consultation with the superintendent of schools.

### Plan Ahead for Emergency Closings

Not all early closings are as obvious as those caused by inclement weather. A power failure or a heating/plumbing system failure could force a school to shut down. While radio announcements will be made, there is a good chance that many parents would not be aware that their child is being sent home early. eNotify/School Messenger communication will also be used. We urge all families to develop a contingency plan so that students will know what to do in this situation. Periodically review this plan with your child to be sure they remember all of the steps to follow.

## COMMUNICATION

### Student Data Sheet/Emergency Information

It is essential that every student have emergency information on file in the school office and the health office. A phone number for a responsible adult other than the parents must be included, as office personnel must be able to get in touch with someone who can take responsibility for each student. A data sheet is sent home with each child on the first day of school and should be updated in PowerSchool immediately. Please remember to update the information (change of address, phone numbers, place of employment, new emergency contact, etc.) now and at any time during the school year.

Under the Buckley Amendment and Hebron Board of Education policy, we are allowed to release information such as class lists with addresses and phone numbers to anyone with a legitimate educational purpose. Parents/guardians may request annually that such information about their child will not be shared. Please see Permission/Information Form which will be sent home on the first day of school for this purpose. Please return this form promptly.

## ATTENDANCE

Daily, on-time attendance is critically important for students. We ask that our parents assure that students arrive to school on-time and remain in school until the end of the

day. Frequent late arrivals and early dismissals disrupt the learning process. In the event of frequent absences, late arrivals, and early dismissals, a call will be made from the principal to the child's parent.

According to State Board of Education Policy, a student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. The State Department of Education has developed a two-level approach to excused absences that must be followed by local school districts.

**Level 1:** Absences from school numbering 1- 9 will be considered excused for any reason if accompanied by written documentation from parent or guardian.

**Level 2:** More than 9 absences require additional documentation as listed below.

- Student Illness- To be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence's length.
- Student's observance of a religious holiday (written documentation from parent or guardian)
- Death in the student's family or other emergency beyond the control of the student's family. (written documentation from parent or guardian)
- Mandated court appearances (Required documentation would be a police summons, a subpoena, a notice to appear, or a signed note from a court official)
- Extraordinary educational opportunities preapproved by district administrators. (Opportunities must meet certain criteria)

According to CGS 10-198a, a student who accrues four unexcused absences in one month, or ten unexcused absences in one year will be considered truant and reported to the state on the required state reporting form as such.

**For additional information regarding the two-level approach identified by the State Board of Education please visit:**

[http://www.sde.ct.gov/sde/lib/sde/pdf/publications/guidelines\\_excused\\_and\\_unexcused\\_absences.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/publications/guidelines_excused_and_unexcused_absences.pdf)

### Types of Absences

#### Excused

- Any absence before the student's tenth absence, is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation; and
  - For the student's tenth absence and all absences thereafter, a student's absences from school are considered excused only for the following reasons:
    - Personal illness (verified by an appropriately licensed medical professional);
    - religious holidays;
    - Mandated court appearances (documentation required);
    - Funeral or death in the family, or other emergency beyond the control of the student's family;
    - Lack of transportation that is normally provided by a district other than the one the student attends.
    - Extraordinary educational opportunities pre-approved by the district administrators and in accordance with CT State Department of Education guidance:
- The opportunity must be educational in nature. It must have a learning objective related to the student's course work or plan of study. Not all memorable and/or life experiences would be considered educational and, therefore, would not be available for this exemption.
  - It must be an opportunity not ordinarily available to the student.
  - It must be grade and developmentally appropriate.
  - The content of the experience must be highly relevant to the student. While some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.

#### Unexcused

Absences for reasons other than those listed as "excused" are considered "unexcused". In such cases, the amount and kind of assistance provided to the student is at the discretion of the student's teacher and the principal. Please note that if a student accrues two unexcused absences in one month, or five unexcused absences in one year, a complaint may be filed with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs which will include an evaluation of the reasons for the child's truancy.

### **Release of Pupils from School**

Administration is obligated to release a child during the school day to either parent, even when the parents live apart, are legally separated, or the marriage has been dissolved by the courts, unless the administration has received written legal documentation to the contrary. No student under the age of eighteen is to be released from school to any person, other than a parent or guardian or someone designated by parent/guardian.

### **Picking Up Early**

Parents are reminded that the instructional day ends at 3:05, and should only pick up their child(ren) in the case of an appointment or emergency. Should it be necessary to pick up a child, parents should send in a note on that day or call the school office. Notes should include student's name, teacher name, date, time of pick-up, and parent signature.

### **PARENT/FAMILY INVOLVEMENT**

We value parent and family involvement in the schools. In an effort to ensure the emotional and physical safety of our students, all who are interested in volunteering in the schools will be required to complete a Hebron Volunteer Application Form and an Authorization for Release of Information for DCF CPS Search. These forms are sent home at the start of the school year and are available on the district website.

Listed below are some of the opportunities that exist for active parent participation within the school community.

### **Parent Teacher Association (PTA)**

The PTA helps build a close relationship between home and school. Please join and support this group. PTA meetings will be held in conjunction with Education Updates where the school administration will address various topics. Meeting dates will be published in our monthly calendar.

### **School Volunteer Program**

This is an opportunity for parents, adults, college students, senior citizens and others to assist in classrooms, the library and other areas of the school. Activities involve direct work with students, sharing of special talents, materials, constructions, and other activities based on need and the type of work a volunteer desires. The time commitment varies from regular participation to several hours per week throughout the year to a few hours on a one-occasion basis for a special program or presentation. If you are interested, please contact your child's teacher for more information.

### **Music Boosters**

This parent support group promotes activities for the band and chorus as well as sponsoring music-oriented assemblies for the entire school. For more information, please contact your child's music teacher.

### **Art Boosters**

This parent support groups organizes fund raisers where parents can purchase their child's art work as featured on notecards, t-shirts, mugs and other items. Proceeds support various art initiatives.

### **Classroom Visits**

Parents are welcome and encouraged to visit classrooms. Visits are opportunities to see the class in action; however, teacher conferences are not held during these visits. Visits can be scheduled through the teacher.

Whenever you visit the school for any purpose, please enter through the main entrance at the front of the building and sign-in at the school's office where you will receive a visitor's badge to wear while you are in the building. A government issued photo I.D. is required and will be run through the Raptor system before gaining entry into the school beyond the office.

### **Special Events**

Throughout the school year there are school wide concerts, plays, art shows, as well as a number of classroom projects open to parents, relatives and friends. Check the school newsletter each month for special notices.

### **Parent/Teacher Conferences**

Conference days are scheduled for October 30, October 31, and November 1, and March 21 and 22. Close contact between the school and the home throughout the school year is strongly encouraged. If you need to speak to a teacher, either send a note, call the school to leave a message with the teacher or e-mail the teacher directly. We cannot call teachers from class to take a telephone call during instructional time but can assure you that your call will be returned within 24 hours.

### **Andover, Hebron, Marlborough Family Resource Center Programs (AHM)**

The AHM Family Resource Center mission, as well as the mission of AHM Youth and Family Services, is "To provide mental health and positive youth development services, which assist children, young people and their families in creating a supportive and caring environment for them to reach their maximum potential as members of society."

The AHM Family Resource Center provides a variety of programs for parents and children through the year, including the following:

- Play and Learn Groups for children from birth to age five.
- Parent Workshops ranging from one time programs to 6 week series.
- Home visits which consists of discussion with the parent(s) regarding child development, interaction with the child, and also parenting information.
- Family Daycare Provider Workshops are held on a quarterly basis.

Resource and referral parenting books can be loaned out and many pamphlets and brochures are available. The AHM Resource Center Staff is able to refer families to other agencies when necessary. This year an AHM social worker will be available once a week at each school. The AHM Family Resource Center is located at Gilead Hill School. For further information, please call 860-228-0871 or 860-228-9488.

### **Hebron Board of Education Meetings**

The Hebron BOE meets on the second Thursday of each month at 7 p.m. in the Gilead Hill School music room. Parents and community members are able to share their ideas and opinions with the board during the Public Comment portions of the meeting. It is an important way for parents to understand decision-making at the board of education level.

### **Parties and Invitations**

If you would like to send in a non-food item for your child's birthday, please contact the teacher ahead of time to make the arrangements. At the beginning of the school year parents will be asked to give permission for their child's phone number, address and email to be shared with classmates only. Regarding parties outside the classroom, we prohibit the distribution of party invitations within the classroom unless every child in that classroom is being invited.

### **Making Up Work Due to Absences**

Due to the nature of assignments, teachers will make determinations about "making up work" that has been missed when a student is absent. Some assignments require further instruction before they can be completed, and this work is generally not sent home. Teachers will determine which assignments the student can reasonably complete on their own.

### **Newsletters and Other Notices**

To avoid confusion and a constant flow of paper, we generally send home school papers on Tuesdays. It is not unusual to have children forget to give their parents these communications. Please be sure to ask for bulletins, notices and letters on a regular basis. The school newsletter is available on-line, generally on the first Tuesday of the month. If you would like to receive a paper copy of the newsletter you may indicate this on a form that is sent home from school on the first day.

The newsletter and most of our distributions are posted on our website: [www.hebron.k12.ct.us](http://www.hebron.k12.ct.us). If you would like us to send home paper copies, please let us know and we will send them home with your oldest child. If you would like these materials to come home with other than the oldest child, please notify the office.

Upon request from a non-custodial parent or legal guardian, we will mail the same notices that are provided to the custodial parent.

### **Report Cards**

Report cards are issued three times a year. Parents are notified of "send home dates" in advance in the calendar section of our newsletter. The report card is only one means of communicating student achievement. Together with notes, telephone calls, conferences and homework, parents should have an on-going understanding of student progress.

## **STUDENT EXPERIENCE**

### **Student Records**

Individual student records are maintained for each pupil in the school, including students receiving special education out of district, according to current laws, regulations, and guidelines. The superintendent of schools shall develop and implement regulations which define the terms and procedures necessary to this policy.

Student records shall include only information which is appropriate and necessary for the operation of the school system and of importance in helping the child or protecting others. Unneeded records shall be destroyed subject to limitations of present federal and state laws, regulations, guidelines and outstanding requests for review by eligible persons.

### **Transfer of Records**

Student records shall automatically be transferred to RHAM Middle School upon a student's promotion to seventh grade and maintained in accordance with existing administrative regulations upon graduation or termination of schooling. Student records will be transferred by mail to officials of another school or school system in which the student intends to enroll, in accordance with appropriate sections contained herein, upon notification by the parents that the student is withdrawing. Such records shall be designated to be official copies.

### **Section 504**

It is the policy of the Hebron Board of Education to provide accommodations to students with disabilities to enable them to receive a free appropriate public education in accordance with Section 504 of the Rehabilitation Act of 1973. The Hebron Board of Education does not discriminate against any student in admission or access to its programs and activities on the basis of disability. As the parent of a student with a disability, you have certain rights, including the right to have the district advise you on your rights under Federal

Law. Should you have any questions regarding your rights under Section 504, please contact the Director of Education Services.

## **SRBI/CLASSROOM SUPPORT PROCESS**

Procedures for classroom support are designed to ensure that efforts are made to assist students in maximizing their educational success. Support personnel are available to assist students specifically with their reading and mathematics performance, as well as behaviors.

When a student experiences academic or behavioral difficulties, the teachers provide accommodations and interventions to broaden the opportunities for the child to perform successfully. There are many ways to help struggling learners to succeed. Connecticut supports the use of "scientific research-based interventions" (SRBI) as one way to help assist students academically, socially, and behaviorally.

SRBI provides a continuum of support to struggling students. A student's progress is studied and results are used to make decisions about teaching and other learning supports. The SRBI continuum of support has three tiers that provide different kinds and degrees of support. The quality instruction that all students receive in the general classroom setting is referred to as Tier I.

Components of SRBI include universal common grade level assessments called universal screens that are given three times during the year to help identify children who may need additional support or alternative instruction. Additional teaching strategies or methods that have been proven to be effective in helping children learn are used in Tier II classroom support. When higher levels of support are needed, children are given the individualized instruction they need to be successful learners, provided by specialists in what is referred to as Tier III support. Another component of SRBI is "progress monitoring." This helps the teacher determine whether a strategy is successful or needs to be altered.

When a student experiences ongoing difficulties, as determined by a lack of expected progress over time towards a specified academic or behavioral goal, teacher teams will meet in Data Teams and SRBI teams to continue developing strategies or to make a referral to the Planning and Placement Team (PPT) process. Parents will be apprised of these steps on a consistent basis. Scientifically based research-based interventions do not replace the special education process. If at any time parents believe that their child has a disability that is affecting his or her learning, they have a right to request a PPT meeting.

### **School Work**

Weekly, all students will bring home a collection of papers and work done in school during the previous week. Look for the papers and return any notes or requested materials. If you have any questions about the school work, please contact your child's teacher.

### **Homework**

Homework is an integral part of the learning process. It is necessary reinforcement to classroom instruction as well as a means by which independent study skills and intellectual curiosity can be fostered in the home. Homework assignments might include completion of class work, reports, projects, studying for tests, drill questions from texts, reading, written work, research, etc. The following are general time expectations for the frequency and duration of homework.

Gr K-2: 15-20 minutes of reading, daily

Gr 3: 20 minutes + 20 minutes of reading, daily

Gr 4: 30 minutes + 20 minutes of reading, daily

Gr 5: 40 minutes + 20 minutes of reading, daily

Gr 6: 45 minutes + 30 minutes of reading, daily

### **Field Trips**

Field trips are carefully planned educational experiences and are part of the curriculum. When going on a field trip, students are expected to return a signed permission slip to the teacher in charge. Permission will not be taken over the telephone. On the rare occasion when students do not participate in a field trip, students are expected to come to school; arrangements will be made to involve students throughout the school day.

### **Financial Assistance**

Financial assistance is available to cover field trip expenses. Parents of students who are eligible for free or reduced priced lunches may request a bag lunch for their child if students are purchasing lunch at the field trip or are required to bring their own lunch.

### **Exclusion from Field Trips**

Permission for a student to attend an off-site activity is directly related to the student's ability to demonstrate safe and responsible behavior. If prior behavior in school indicates that the student may not be able to act in a safe and responsible manner, the school reserves the right to exclude the student from the off-site activity. Parents will be notified in advance of the event. *The school will provide alternative programming for the student in school.*

### **RECESS**

#### **Outdoor Recess**

~While walking to and from recess, pass quietly outside classrooms, keep a personal space between students, walk respectfully and keep hands to yourself.

~Choose an appropriate/positive playmate.

~Play by the rules of the game. Include others who want to play the game.

~Physical contact and rough play are not allowed in games or informal activities. No objects (sticks, stones, hats, snow, tec.) are to be thrown.

~Run only on the grass. There is to be no running or tag games near or on playground equipment or on the hardtop areas.

~On the playscape, there is to be no jumping from the swing or other equipment.

~Appropriate attire and footwear must be worn on the equipment and during games. No loose jewelry or coats, no slippery soled or open shoes.

~Care for sports equipment. All playground equipment should be used properly and appropriately. The only equipment allowed on the playground is what we provide for recess. Do not bring equipment, footballs, etc. from home.

~When a whistle is blown to signal the end of recess, line up quietly and promptly on the pavement.

~Walk on sidewalk to enter/exit the building.

~Wipe your feet before coming into the building.

~Listen to directions and respond to requests from staff with courtesy and respect.

#### **Outdoor Recess (Winter)**

Each day, we assess the weather conditions using our rooftop weather station as a guide to determine if students can go outdoors. Children will remain indoors for recess when the temperature is below 20°; the wind chill factor is used to make accurate determinations before the daily recess block. We will continue to attempt to get students outdoors whenever possible during the winter. Please be sure your child has appropriate clothing for being outside for 30 minutes during the day.

## SAFE SCHOOL CLIMATE

### Positive Behavior Interventions and Support

Our school district is in its eighth year of implementing a system of positive behavior support (PBIS) to encourage appropriate and responsible student behaviors. As we continue to promote safe and respectful behaviors at our school and on our buses, students are expected to adhere to school rules.

To further increase positive student behaviors these guidelines will be clearly defined for students this year as they pertain to behavioral expectations within all area of our school and on our buses. Administration and staff members will work together to teach, support, and recognize students who meet these expectations.

The Hebron School District uses a positive support system as a means for teaching and promoting expected behaviors. Many school districts use positive behavior support (PBIS) as it is a **proactive**, comprehensive, systemic and individualized **continuum of support** designed to provide opportunities to *all* students, including students with disabilities, for achieving social and learning success, while **preventing** problem behaviors.

### Behavior/Discipline Procedures

Social, emotional, behavioral, and academic goals are equally important in the school environment. Positive reinforcement is used to help enhance students' self-esteem and their ability to learn. An important part of growing up is learning to accept responsibility for one's behavior. In order to establish a safe and productive learning environment, we have set behavioral standards.

When the behavioral standards are not met, disciplinary methods may be necessary to change student behavior; these measures may include the following progression:

1. Adult reminds students of behavioral standards.
2. Adult conferences with student to be sure student recognizes and stops the inappropriate behavior.
3. If the problem persists, the teacher may contact parents and decides on classroom consequences which may include loss of activity or time out.
4. Should the problem persist further, the teacher may try an alternate approach or send the student to the office to talk with a building administrator. The student may complete a problem solving sheet, a copy of which may be sent home.
5. Re-teaching strategies as outlined in the PBIS program will be used as appropriate.
5. The administrator may call the parent and issue consequences. An after-school detention or lunch detention may be assigned; a parent conference may also be arranged.
6. The student may be discussed at the Data Team level for development of individual behavior strategies.
7. The building administrator may decide to suspend the student in accordance with Board of Education policy.
8. The building administrator may decide to expel the student in accordance with Board of Education policy.

The first three measures are generally sufficient to help students become more responsible for their behavior. If the teacher decides that the student's behavior threatens the safe and productive learning environment, the student will be sent directly to a building administrator rather than following the above progression

### Anonymous Complaints of Bullying

Students who make complaints of bullying to a teacher and/or administrator may request that their name be maintained in confidence by the teacher(s) or administrator(s) who receives the complaint.

Should anonymity be requested, the Principal or his/her designee shall meet with the student to review the request for anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint.

Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be

taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. Parents should contact the school administrator with any questions or concerns regarding suspected bullying.

**Please see Definition of Bullying, pg. 17,18**

### Weapons

In order to maintain a safe environment for all our children, please be aware that state law is very specific about what could be considered a weapon in schools. Besides the obvious guns or knives, any metal pocket knife, the kind you might pack in a lunch bag, a small knife attached to keys, a paper cutter or similar item that can be used to puncture, or any sharp instrument may be considered a dangerous instrument or weapon. Items of this type are not allowed in school. Toy weapons should not be brought to school.

## FOOD SERVICE

### School Breakfast

Menus are sent home the last Tuesday of the month and are also available on the school website. Students may purchase breakfast for \$1.60 before reporting to their rooms.

### School Lunch

Menus are sent home the last Tuesday of the month and are also available on the school website. Lunches including milk are \$2.90. Milk is \$.60 Snacks are available and are sold separately. Both schools have 30 minutes allotted for each lunch wave. Kindergarten and 1st grade students at GHS will eat from 11:40-12:10 and Grade 1 and Grade 2 from 12:15-12:45. At HES lunch waves are as follows: Gr 3: 11:30, Gr 4: 11:30, Gr 5: 12:05, Gr 6: 12:40

### Payment Responsibility

Parents are encouraged to put money on their child's account and may do so by sending in cash, a check made payable to "Hebron Public Schools", or on-line. Children will bring cash or checks to the cafeteria before lunch time and their account will be credited. Please send money in an envelope or baggie with your child's name clearly indicated. During the lunch wave, students will enter their Pin code into the key pad (HES) or use their swipe card (GHS) and the appropriate amount will be deducted from their account.

Parents can share their e-mail address with the food service department and will be notified via e-mail when their child's balance is negative.

Parents are expected to pay all debts immediately. Parents will be contacted via email, phone, and/or mail regarding the debt. If there is still no payment, debt collection will commence according to BOE policy 3009. (See page 19 for the Food Service Charging Policy)

### Hot Lunch Options for Students with Food Allergies

Children with a life threatening food allergy buying hot lunch during the school year must have a "Medical Statement for Children with Disabilities" form on file. The cafeteria provides hot lunches for children with severe and life threatening allergies. In order to ensure that this is done safely, the following safety check list has been developed. This procedure will be followed each day the child is buying hot lunch.

Parents can check ingredients with Ruth Campbell, Cafeteria Manager. This should be done as often as possible. The parent should send a note or an e-mail to the school nurse every time their child is buying hot lunch. A form that lists multiple days is available for your convenience. If a label has changed since a parent has checked the ingredients, the cafeteria manager will contact the parent and discuss the appropriate substitution. If the child requires a separate item different than the general hot lunch menu, the tray will be prepared ahead of time and wrapped separately on the counter. Every effort will be made to serve allergy children first. As the child is going through the lunch line, they will indicate to the lunch servers that they are buying hot lunch by stating their name to the server. This allows the servers to take an extra moment to make sure the child received the correct tray in a time that can be very hectic. In the event the cafeteria does not have a specific allergen free item, it will provide a safe allergy free hot lunch for your child.

The cafeteria will have substitute lunches available at all times. In the event that there is a substitute nurse or substitute cafeteria manager/server, the parent will be contacted and ingredients will be reviewed.

### Free and Reduced Lunch

Free/reduced priced lunches are available to those who qualify. Application forms are sent home in the opening day packet, but are also available in the school office or on-line. These forms must be completed whether parents are requesting qualification for free or reduced priced lunches. Families may apply at any time during the school year. Students who qualified for this support last year, and who have not yet completed the form, will receive free or reduced lunch until October 1st. In order for this support to continue, parents or guardians must complete the forms for the current school year. Please call the school office with any questions.

### TRANSPORTATION

***While we understand that there are occasions where students need to be dropped off or picked up by a parent, we encourage all students who are able to do so, to ride the bus daily. With so many students and limited parking lot space, fewer drop-offs and pick-ups increase safety and student entry to and dismissal from school.***

#### K-6 Student Drop-Off

- Parents may use curbside drop-off, which is supervised by school personnel. Drop-off at both schools is between 8:15 and 8:30. If a staff member is not supervising the drop-off, parents must bring the child into the school office.
- Student's should exit from the side of the vehicle closest to the sidewalk.
- Students are not permitted in the building before 8:15 a.m. Supervision is not available before this time.
- If you need to park your car and enter the building, park in the designated parking lot. Only buses are permitted in front of the schools.

#### Student Pick-Up

- Please send in a signed note to the teacher so that he/she will be aware of the change in routine at dismissal. (Indicate the

name of the person who will be picking up your child; students will be released only to parents or an adult authorized by parents.) If you find out during the day that it will be necessary to pick up your child and you have not sent a note, call the school office and we will notify your child and the teacher. We ask that these calls come in prior to 2:00 p.m. whenever possible.

- Dismissal time is 3:10 p.m.
- Use the gym entrance. A staff member will be present to sign out all students. Then, and only then, should parents take students out of the building.
- Parents should not go to classrooms or ask the teacher to dismiss your child. Teachers are authorized to release children only on a direct call from the office and children are only released through our afterschool student pick up or through the office. Children will not be released to people waiting in cars.
- For safety reasons, children will not be allowed to be taken off buses once they have boarded.

### Passing School Buses

It is a state law for all vehicles to STOP whenever the school bus driver has activated the red SOS lights. When the SOS lights are activated, cars must not pass the school bus, and no one should direct traffic to pass the school bus. When the SOS lights are activated, it means "STOP", even in a parking lot. Violators are subject to a \$450 fine for each bus which is passed when the school bus has the SOS lights activated.

### Changing Buses

With the number of requests received to accommodate childcare/babysitting needs, the district has set established procedures to ensure the safety of the children it transports and the reasonableness of its transportation operation. K-6 students will not be allowed to ride a bus other than their assigned bus.

If a parent wishes to request that a child be picked up or dropped off at a location other than his/her home to accommodate childcare/babysitting needs, such a request must be submitted in writing on forms available in the school offices by July 1st prior to the ensuing school year for children in grades K—6. (New students registering after July 1st and late requests may be granted if all requirements are met.)

Requests for transportation of students to and from day care providers will be honored with the following stipulations:

- That the location of the requested daycare provider is on an existing bus route to and from the school to which the student is assigned.
- That there is space available on the bus to which the student would be assigned if the day care request is honored.
- That the location of the a.m. pickup must be the same Monday through Friday and the location of the p.m. drop off must be the same Monday through Friday.

- Any student whose daycare request is honored will relinquish his/her seat on the bus on his/her home bus route.
- Any requested change in transportation during the school year will be honored only if conditions #1-4 are met. This change must be in effect for a minimum of three months. Any such requests must be submitted to the school office at least one week in advance. Forms are available in the school offices.

If space is not available on existing bus routes, requests will be granted in order received. Temporary exceptions may be granted by the superintendent or designee in the event of family emergencies.

The Building Administration will notify all parents of this policy prior to the close of each school year. New parents will be informed at the time they register students. In the event that the parents disagree with a decision to deny a route change, the parents may file a written request to review the matter with the superintendent who will meet with the parents within ten working days of the receipt of the request. If a route change is approved, it will go into effect within five working days after a decision has been made.

Please note: Children are allowed to get on or off their regular assigned bus at a different stop, but only with a written permission slip issued by the school office. Requests of this nature are to be in writing and submitted to the office early in the day.

### Behavior Expectations

Pupil behavior waiting for school buses in the morning, riding on buses, and between bus stops and homes in the afternoon are all considered part of the bus travel schedule. Parents are asked to be present (as appropriate) and/or aware of their child's actions at the bus stop. Expectations and disciplinary consequences apply from "portal" to "portal". School personnel and bus drivers will periodically review bus behavior with children in classrooms, at assemblies, and on the buses; parents are also asked to discuss the following regulations with their children. Please note that video cameras are installed on all buses and are periodically reviewed by administration to monitor student behavior.

### Bus Expectations

#### Waiting for and Boarding the Bus

Be at the designated bus stop on time.

Expectations for safe conduct that are enforced in school are expected at the bus stop.

As the bus approaches all students should form a line and wait until the bus has stopped and opened the doors before attempting to board.

#### Riding the Bus

The priorities of bus travel include a safe and respectful ride for all children and the driver and the most time efficient route possible. In order to assure that these priorities are met, it is essential that all students adhere to these basic expectations:

- Be courteous and respectful to the driver.
- Upon boarding the bus, go directly to a seat.
- Remain seated and facing forward at all times.
- Do not stand or begin moving in the aisle until the bus has stopped at your designated stop.
- Windows may be opened with the driver's permission.
- Hands, arms and objects must remain out of the window.
- Backpacks should remain on your lap.
- Rolling backpacks should remain on the floor in front of your seat.
- Instruments must remain in your bus seat area.
- The bus should remain clean and litter free.
- The possession and use of electronic devices is dictated by our Technology Policy.

### Departing the Bus

- Walk away from the bus and traffic.
- If you need to cross in front of the bus, walk at least 10 steps in front of the bus, be sure the driver can see you, look both ways, and proceed across the street.

### Consequences for Unacceptable/Unsafe Bus Behavior

Consequences for unacceptable bus behavior is dependent upon frequency and severity of behavior and are dependent upon the driver and school administrator. Repeated infractions will result in behavior being documented and shared with administration on a bus referral form which will be sent home to parents. Consequences may include, but are not limited to:

- Verbal reminders/warnings
- Change of seat
- Assigned seat
- Meeting with administrator
- Phone call to parents
- Meeting with student and parent
- Loss of privilege as determined by school administrator
- Verbal or written apology
- Temporary denial of bus privileges

### Other Transportation: Bicycle and Walking

Due to the heavy traffic patterns outside of both schools, walking and biking are not prohibited but are strongly discouraged for safety reasons. Crossing guards are not available at either school. Students will be dismissed from school to walk or ride their bike home only after all buses have left the school. If a student plans to ride a bicycle to school or walk parents must submit a permission letter indicating dates that the child will be walking or biking to school.

## HEALTH RELATED ITEMS

### Absence Due to Illness

If your child is absent from school because of illness, please call the Health Room at 860-228-4933 (GHS) 860-228-8420 (HES) on the first day of the illness. Both schools have answering machines so messages can be left the night before at any time if you know your child is going to be absent. If the Health Office does not hear from you and your child is absent, the nurse or Health Room para will call you to confirm that the child is home. If we are unable to reach you, we will call all emergency numbers until we are able to reach someone who can verify the child's absence.

Please do not send **your child to school with a sore throat, fever, nausea, and cold or flu symptoms.** With children in close proximity to each other on a daily basis, controlling the spread of illness can prevent "mini-epidemics". Please be sure your child is "24-hours symptom free" before returning to school. Students with strep throat must be on medication a full 24 hours before returning to school.

### Medications

Public Act 723 states that there shall be a written physician's order and written authorization of a parent for each medication ordered. The forms required are available at the school or your doctor's office. If your child needs medication, please request that forms be sent home. A parent, guardian, or other responsible adult must deliver the medication to the school in a pharmacy labeled container. School personnel will not disperse medication delivered to school by a child. Cough drops and over-the-counter medications also need doctor's orders. Unused medication shall be picked up by the parent or a responsible adult within one week after the medication is finished, or

**Physical Examinations**

Parents of kindergarten students must submit their child's physical report prior to the first day of school. Physicals are required prior to entering seventh grade.

**Vision and Hearing Screening**

Vision and hearing tests are given annually to all pupils in grades K-6. Parents will be notified of any deviation from the expected norm.

**Mandated Reporting of Suspected Child Abuse**

According to Hebron Board of Education Policy #5141.3, reporting of suspected child abuse/neglect to DCF is mandatory for administrators, teachers and paraprofessionals who suspect a problem.

**Outdoor Recess**

Students with stitches, crutches, slings, an orthopedic brace or other doctor noted reasons will not be allowed to participate in outdoor recess activities. Students with a doctor's note excusing them from gym will also be excluded. They may be allowed to do an alternate activity at the discretion of the nurse.

All other students are expected to participate in outdoor recess.

Children will be sent to the health room to borrow clothing or a jacket by the teacher or recess duty personnel if their clothing does not allow them to fully participate in recess.

**SCHOOL WELLNESS COMMITTEE****Birthday Celebration Practices**

The Hebron School District has introduced a practice for student birthday celebrations. The School Wellness Committee decided on a non-food birthday celebration policy. Not only does this help promote the idea of healthy eating in school, it helps reduce the potential for exposure to allergens for students with allergies. When food is a part of a classroom celebration or lesson, our school nurse will be available to check food ingredients. This practice in no way takes the "celebration" out of birthdays in school. Each classroom teacher has adopted a birthday celebration plan for their classroom. These plans will be shared with students and parents at the beginning of the school year.

**Smoking, Drugs and Alcohol**

Hebron Board of Education policies 5131 and 5143 state that smoking or other uses of tobacco related products, and the possession, use or distribution of illegal drugs and alcohol are prohibited on school property at any time, on any transportation provided by the Board of Education, or during the course of any trip or activity sponsored by the Board of Education. Compliance with these standards of conduct are required and mandatory.

**School Accident Insurance**

School accident insurance is available to all students. An on-line brochure is available and information will be sent home with the first day packet. Purchase is optional. Information regarding Connecticut's HUSKY Insurance Plan for children will also be included in your child's first day packet and is on-line as well

**MISCELLANEOUS****Lost and Found**

Students who find articles are asked to take them to the office. Students and parents looking for lost items should be sure to check the "Lost and Found Box" located in the entry hallway. Unclaimed items are donated to charity in December and June.

**Lost or Damaged Books and School Property**

Books and materials that are lost or damaged beyond normal wear must be paid for in full replacement cost by the student/family responsible.

**Photographing of Students**

From time to time, photographs or videos are taken of classrooms "in action" to demonstrate a particular aspect of the curriculum or the implementation of a special program. These photographs or videos are sometimes used in a presentation to the Board of Education, teachers, parent groups, and community groups. On occasion photographs of students are placed in newspapers or on other on-line communication concerning events at school. If for any reason you do not want your child photographed or videotaped, you may make this request on a form that will come home in your first day packet.

## Board of Education 6007a Addendum C

### GUIDELINES FOR TELECOMMUNICATIONS USE AT HOME

Exploring the rich resources available through the telecommunications of the Internet can be a wonderful educational experience for your child. However, there are a few risks for children who use online services. Teenagers are particularly at risk because they often use the computer unsupervised and because they are more likely than younger children to participate in online chats and discussions. The Internet is not governed by any entity, therefore there are no limits or checks on the kind of information that is accessible to Internet users.

The best way to assure that your children are having positive online experiences is to stay in touch with what they are doing.

Open communication with your children and getting online yourself will help you to understand the benefits of these systems and alert you to potential problem areas. Consider the following guidelines:

- The computer used for online services should be in a public place. If the computer is in the child's bedroom, the door should be open when he/she is online.
- Develop a set of rules and consequences. Write them in terms of what you want to have happen, rather than the negative behavior you don't want to occur.
- Respect privacy. Do not open another user's mail.
- Discuss screen names. May your child use his/her real name or something else?
- Set reasonable time limits for use. Most services charge by the time used. Set a monthly budget for use.
- Use parental control features if available.
- Determine if your child may purchase online services or goods.
- If your child receives a message that is suggestive, obscene, threatening or makes him/her feel uncomfortable, forward a copy of the message to the service provider and ask for assistance.

The following rules are suggested by the National Center for Missing and Exploited Children.

#### "My Rules for Online Safety"

1. I will not give out personal information such as my address, telephone number, parents' work address/ phone number, or the name and location of my school without my parent's permission.
2. I will tell my parent right away if I come across any information that makes me feel uncomfortable.
3. I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to the meeting, I will make sure that it is in a public place and bring my mother or father along.
4. I will never send a person my picture or anything else without first checking with my parents.
5. I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents right away so that they can contact the online service.
6. I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

## Definition of Bullying

### “Bullying”

means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that: causes physical or emotional harm to such student or damage to such student’s property; places such students in reasonable fear or harm to himself or herself, or of damage to his or her property; creates a hostile environment at school for such student; infringes on the rights of such student at school; or substantially disrupts the education process or the orderly operation of a school.

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

## Other Definitions

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

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

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

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

“**Outside of the school setting**” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

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

“**School climate**” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults;

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

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

## **Hebron Board of Education Policies**

District policies can be viewed in their entirety by going to the district web-site homepage, board of education, policies and updates.

- Asbestos
- Pesticide Information
- GHS Integrated Pest Management
- HES Integrated Pest Management
- Acceptable Use Agreement for Students
- Code of Conduct for Internet and Other Computer Network Access
- Internet Use Exemption Form
- Bullying Policy
- Cyber-bullying Policy
- Promotion and Retention Policy
- Student Discipline Policy
- Summary of Legislation Enacted in the 2009 Legislative Session
- Food Allergy Policy
- Wellness Policy
- Grievance Procedures-Non-discrimination
- Student Records
- Complaint Resolution Process
- Student Dress
- Safe School Climate Plan
- Possession of Deadly Weapons or Firearms

Paper copies may also be requested from the school office.

## HEBRON BOARD OF EDUCATION

### Business and Non-Instructional Operations

3009

#### Food Service

##### Charging Policy

The school nutrition program is an extension of the school's educational programs and it is the District's vision to have a partnership among students, staff, school family and the community in offering access to and providing nutritious meals, which are attractively presented at an affordable price.

The goal of the food service program is to provide students with nutritious and healthy foods through the District's food services program that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings; we are helping to teach students the value of good nutrition.

The Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, the handling of charged meals must be consistent with the following:

- a. All charges must be paid in 10 days;
- b. Students may not charge more than 5 reimbursable meals;
- d. Parents will be notified and asked for prompt payment after 3 charges;
- e. If a pattern of charging continues, attempts will be made to discuss the issue with the parents/guardians and encourage them to complete a free and reduced meal application;
- f. Money owed because of unpaid meal charges shall be considered "delinquent debt," as defined, as long as it is considered collectable and reasonable efforts are being made to collect it. Such debt must be paid by

June 30, effective with the school year in which the delinquent debt incurred.

- g. After reasonable attempts are made to collect the delinquent debt, and it is determined that further collection efforts of the district are useless or too costly, debt collection shall be moved to a third party collection agency. Debt collections for outstanding balances will occur in January and July.
- h. The cost of providing this alternate meal cannot be incurred by the school food service account and the charge for this alternate meal will be in accordance with federal and state reimbursement rates. More specifically, it will be the district's current lunch price less the reimbursement rate.

Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the School Principal or Food Services Director. The Board encourages all families who may have a child eligible for free or reduced price lunch to apply.

### **Dissemination of Policy**

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the school or school district during the school year.

This policy shall be included in student/parent handbooks and placed on the District's website, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals and again to the household the first time the policy is applied to a specific child.

This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.

The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority-level staff responsible for policy enforcement.

## Definitions

"**Alternate Meals**" are not clearly defined in federal and state regulations. The use of alternate meals refers to any meal served to a student that is different from the day's advertised reimbursable meal. Alternate meals are most often provided to those students who have forgotten their meal payment(s) or medium of exchange.

"**Delinquent Debt**" are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees.

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

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