

Hildreth Elementary School

Student-Parent Handbook 2023-2024

The Harvard School Committee, 2022-2023

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**Hildreth Elementary School Council
2022-2023**

Rebecca Katsh-Singer, Principal, Co-Chair

Faculty Members

Michelle Keane, Marisa Khurana, Shaye VanDyne

Parent Members

Rachel Kopay, Liz Joyce, Atalay Kesli, Chengwu Yang

Community Members

Pat Jennings, TBD

School Committee Representative

Liz Joyce

Vision Statement

We commit to providing a high quality education centered around dynamic learning and personal well being in a community where everyone can find belonging.

Hildreth Elementary School 2023-2024 Student-Parent Handbook

Hildreth Elementary School 27 Massachusetts Avenue
Harvard, MA 01451

Main Office: 978-456-4145

Fax: 978-456-3287

www.psharvard.org

Superintendent

Dr. Linda Dwight

Principal

Dr. Rebecca Katsh-Singer

Assistant Principal

Mrs. Hilary Sturgis

Director of Pupil Services

Ms. Michelle DellaValle

Front Office

Mrs. Jasmin Erazo

Mrs. Jessica Reynolds



Please be kind to the trees and do not print this
handbook or only print the pages you need.

Hildreth Elementary School Staff

Principal

Katsh-Singer, Rebecca

Assistant Principal

Sturgis, Hilary

Curriculum Team Leaders

Route, Tammy & Phillips, Marie – Science

Wicks, Ali – Math

Marya, Sangita – Social Studies

Burns, Chris & Chapman, Pam – ELA

Pre-Kindergarten

Lowe, Meghan

Campanello, Lauren

Kindergarten

Cutler, Courtney

Newbould, Erin

Niland, Melissa

White, Allison

Grade 1

Chapman, Pam

Hopkins, Lisa

Lazaro, Kristina

Phillips, Marie

Grade 2

McLoughlin, Carrie

Snell, Chris

Rousseau, Juliana

Salmon, Karen

Steeves, Cindy

Grade 3

Bassage, Amy

Burns, Chris

Durgin, Reenie

Grade 4

Keane, Michelle

Route, Tammy

Wicks, Ali

Grade 5

Ambrosino, Cynthia

Cullinane, Rob

Marya, Sangita

Walker, Deb

Specialists

Graham, Beth

Owens, Claudia

Quaadgras, Marybeth

Sintros, Erin

Trainor, Emily

Woodworth, Evan

School Nurse

Sutherland, Amanda

Counselors

Dumas, Lynne

Morris, Anna

Special Educators

Camara, Nicole
Gibbs, Gretchen
Gusha, Mary
Kelley, Alex
Khurana, Marisa
Monsen, Carly
Richard, Brandon
Lancey, Katie (Coordinator)
VanDyne, Shaye

ELL Teacher

Pereyra, Samantha

ELA Specialist

Beth Robinson

Interventionists

Anilesh, Bethany
Cunis, Michelle
McGregor, Valerie
Michalak, Michelle
Patel, Sonya
Rajagopal, Sudha
Smith, Chris

Aides/Learning Assistants

Clements, Julie
Crowley, Jensine
Baranowski, Jen
Desjardins, Loren
Doerfler, Jen
Donovan, Kathleen
Francis, Nicholas

Gebru, Amy
Gray, Zakiyah
Greco, Meaghan
Greene, Katie
Hart, Elizabeth
Holmes, Heather
McGinty, Cindy
Niland, Kiersten
Oakes, Katie
Opdyke, Ken
Orecchio, Alison
Proia, Sophia
Riddle, Carol
Robichaud, Lisa
Stamm, Kate
Tambour, Angelica
Wein, Hannah

Food Services

Costa, Jen
Walsh, Kevin (Director)
Kerwin, Diane (HES Lead)
McFarland, Ruth

Maintenance

Caron, Amy
Woodsum, David
Mota, Maria
Mota, Geraldo
Walsh, Pete

If you need this booklet translated, please contact the main office of your child's school.

Portuguese/Português

Se você necessitar este livreto traduzido, contate por favor o escritório principal da escola da sua criança.

Spanish/ Español

Si usted necesita este librete traducido, entre en contacto con por favor la oficina principal de la escuela de su niño.

French/ Français

Si vous avez besoin de ce livret traduit, entrez en contact avec svp le bureau principal de l'école de votre enfant.

German/ Deutsch

Wenn Sie diese übersetzte Broschüre benötigen, treten Sie bitte mit dem Hauptbüro der Schule Ihres Kindes in Verbindung.

Russian/ Русский

Если вы этот переведенный буклет, то пожалуйста контактируйте главный офис школы вашего ребенка.

Korean/한국어

너가 번역되는 이 소책자를 필요로 하면, 너의 아이 학교의 본사를
접촉하십시오.

Chinese/汉语

如果您需要这本小册子被翻译, 请与您的儿童的学校大会办公处联系。

Japanese/日本語

翻訳されるこの小冊子を必要とすればあなたの子供の学校の主要なオフィスに連絡
しなさい。

Hindi/हिन्दी

Agar Aapko yah puistka ki Anauvaaidt AavaSyakta hO tba kRpyaa Apnao baccao ko ivaValaya ka mau#ya kayaa-laya sampk-
kiryao .

Polish/Polski

Jeśli potrzebujesz tej broszury przetłumaczone, skontaktuj się z głównego urzędu Twoje dziecko w szkole.

Greek

Αν χρειάζεστε το φυλλάδιο αυτό μεταφράστηκε, παρακαλούμε επικοινωνήστε με την κύρια έδρα του σχολείου του παιδιού σας.

Italian/Italia

Se hai bisogno di questo opuscolo tradotto, si prega di contattare l'ufficio principale del vostro bambino scuola.

Arabic

المكتب رئيسية من طفلك مدرسة اتصل ب إن أنت تحتاج هذا كراس يترجم, رجاء

Albanian

Ne qofte se ju do te deshironit dokumentat te perkthyer ne gjuhen shqip. Ju mund ti kerkoni ne zyren qendrore te shkolles du eshte femija juaj.

Vision and Mission Statements of the Harvard Public Schools	15
Vision Statement:	15
Mission Statement:	15
Harvard Public Schools Core Value Statements	15
SCHOOL OPERATIONS	15
Safe School Morning Arrival Procedure	16
Safe School Dismissal Procedures	17
Early Release and Half Days	17
School Closing/Delayed Opening Procedure	17
Emergency Early Dismissal	19
Parental Early Dismissal from School	19
Bus Route Procedures	19
Bicycle Safety	19
Tardiness	20
Absences, Vacations and Extended Absences	20
Illness	21
Celebrations	21
Snacks	21
School Lunch	22
Protocol for Allergy Aware Table	22
Student Dress	23
School Telephones	23
Lost and Found	23
Personal Property	23
Student Activities	24
STUDENT BEHAVIOR/GENERAL SCHOOL RULES	24
Threat of Violence	26
Bullying	26
Harassment	26
Sexual Harassment	27
Cheating/Violations of Academic Integrity	27
Inappropriate Language	27
Theft	27
Bus Conduct	28
Disciplinary Actions	28

Emergency Removal	37
School Suspension	38
Suspension Procedures/Due Process	38
ACSSSSS ACADEMIC PROGRAM	39
General Curriculum	39
Homework	39
Hildreth Curriculum Night	40
Parent Teacher Conferences	40
Reporting System	40
Reporting System Calendar:	40
Preschool Program	41
SCHOOL SERVICES	41
Counselors	41
School Psychologist	41
School Nurse	41
Protocol for Addressing Students with Life Threatening Allergies	42
Transition Programs	42
Regular Education Intervention Services	42
Special Needs Services	43
HOME AND COMMUNITY INFORMATION	43
School Visits	43
School Volunteers	44
Harvard Parent Teacher Organization (PTO)	44
School Communications	44
School Committee Meetings	45
Hildreth Elementary School Council	45
Questions and Concerns	45
School Pictures/Yearbook	45
Town Resources	46
General Permission for Walking Field Trips	46
General Field Trips	46
APPENDIX: REGULATIONS AND POLICIES	46
Publication of Student Information	46
Student Records	46
Animals in School Policy	48

Use of Internet	48
Immunization Requirements	50
Lice Policy	51
Administration of Medications	51
Students Returning to School After a Major Injury	52
Tobacco Products Policy	52
Weapons and Incendiary Devices Policy	52
Harvard Public Schools Discrimination/Harassment Policy	52
Non-Discrimination Statement	52
Preamble	53
Unlawful and Prohibited Conduct	53
Reporting and Investigation Procedures	56
Other Legal Remedies	58
HARVARD PUBLIC SCHOOLS COMPLAINT REPORT FORM	60
ANONYMOUS REPORTING FORM FOR ALLEGED ACT OF BULLYING	61
BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM	62
CONFIDENTIALITY AGREEMENT FOR VOLUNTEERS	63
NONDISCRIMINATION	65
CONFIDENTIALITY OF STUDENT RECORDS	66

Vision and Mission Statements of the Harvard Public Schools

Vision Statement:

We commit to providing a high quality education centered around dynamic learning and personal well being in a community where everyone can find belonging.

Mission Statement:

Our mission is to provide an outstanding educational experience for all students and to help them develop curiosity, perseverance, and social responsibility.

Harvard Public Schools Core Value Statements

- Engage in Learning with Courage
 - We strive to inspire all students towards excellence by developing robust academic and social learning habits and skills.
 - We embrace challenges and mistakes as they provide opportunities for deeper learning and build resilience.
 - We believe the educational environment should foster joy, courage, and curiosity.
- Promote Balance and Well-Being
 - We believe in supporting each person's physical, emotional, and social well-being to help build resilient, connected individuals.
 - We practice kindness towards self and others to strengthen our compassionate school community.
 - We encourage students to ask questions and self-advocate.
- Cultivate an Equitable, Just & Inclusive School Culture
 - We believe in fostering an inclusive and equitable school culture that affirms the dignity of all.
 - We value diversity and respect towards one's self and others.
 - Our students develop the confidence and ability to understand diverse perspectives, collaborate, and practice restorative justice.
 - We develop the confidence and ability to understand diverse perspectives, collaborate, and practice restorative justice.
- Value Individuals and Relationships
 - We value students as individuals and respect their distinct contributions and perspectives.

- We recognize that students learn, grow and define success in different ways.
- We strive to develop positive relationships through respect, trust, and active listening.
- Partner with Community
 - We believe that students are best served when schools, families, and communities are committed to open communication, mutual respect, and collaboration.
 - We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.

No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, marital status, sexual orientation, genetic information, ancestry, military status, disability, homelessness, linguistic differences, pregnancy, or pregnancy related condition.

SCHOOL OPERATIONS

Hildreth Elementary School Daily Schedule (Monday through Friday)

Doors open at 8:45 a.m.

Normal school hours:

Full Day PreK, Kindergarten, Grades 1 to 5: 9:00 a.m. -3:30 p.m.

Half Day Kindergarten: 9:00 a.m. -12:00 p.m.

(Note: Half-day Kindergarten students will be dismissed at the same time regardless of weather delays, but the time may be adjusted for early release or half days..)

Preschool: 9:00-3:30 p.m. (or a portion thereof based on special education need)

Please note that school ends at 3:30 p.m. It takes approximately 10-15 minutes to dismiss all students from the building after school ends.

The office at the Hildreth Elementary School is open from 8:00 a.m. to 4:30 p.m. every day except Friday, when it closes at 4:00 p.m. Messages may be left at other times on 456-4144 ext 0.

Due to changing circumstances, arrival and dismissal procedures may be altered. Please consult the school's website to find the most up to date information in regard to student arrival and dismissal procedures.

Safe School Morning Arrival Procedure

The school is open to students at 8:45 a.m. on school days. Students may enter through the front door and wait at the Learning Stair until they are dismissed to their classes at 8:50 a.m. Students should not be in the building earlier unless attending the AlphaBEST morning program, participating in an activity monitored by an adult, or in the company of a receiving teacher. The school grounds and outdoor play equipment are **not** supervised before and after school, and children are discouraged from being on school grounds unattended at

these times. We are concerned about the safety of unsupervised children and request your cooperation.

Preschool - Grade 5 Student Arrival at HES

Drop-Off:

- Supervised parent/guardian drop-off takes place from 8:45 a.m. to 9:00 a.m.
- All students must be dropped off at the front of the school.
- Please do not park unless you are scheduled to volunteer, hold a meeting, etc.

Buses:

Buses will drop students off at the North entrance of the school. Please note that this is a bus-only lane.

Walkers:

Walkers should enter through door C-2 or the main entrance, being careful to use both sidewalks and crosswalks where available. Students should go directly to the Learning Stairs and wait there until dismissed at 8:50 am.

Safe School Dismissal Procedures

Parents/guardians must notify the school and classroom teacher with any dismissal changes. Parents/guardians should email hesabence@psharvard.org and the classroom teacher by 2:30 pm on the day of the dismissal change. We **will not** be able to honor requests made at dismissal time.

Other than in extreme cases, parents/guardians are discouraged from phoning in messages to the office regarding a change in dismissal plans.

Preschool – Grade 5 Student Dismissal at HES

Parent/Guardian Pick-Up:

- Supervised parent/guardian pick-up will take place in the **front (Fairbank side)** of the school starting at
- **3:30 pm.** Parents/guardians should have a sign on their front passenger window with the name(s) of the child/children being picked up. The lettering on the sign should be at least 6” high.
- Please remain in your car and allow the staff to assist your child into the car.
- Staff will supervise the loading of cars. Please follow their directions during pick-up.

Walkers:

- All students walking home will be dismissed from the main entrance if heading toward Fairbank St. or from Door C-2 to the library crosswalk for all other locations. Students in 3rd-5th grade may walk to and from school on their own. Students in preKindergarten-2nd grade must be picked up by an adult or have written permission from a parent or guardian that they can be dismissed with an older sibling (3rd grade and up).

Extended Day Program:

Students will be released directly to the AlphaBEST staff in the cafeteria at the end of the day.

Early Release and Half Days

Early Release and Half Days are used for parent-teacher conferences, curriculum development and professional workshops for teachers.

Early Release Day dismissals are at 1:35 p.m. Half Day dismissals are at 12:15 p.m. They are noted on the system-wide calendar on our website: psharvard.org. There are also full-day professional development days for staff noted on the calendar.

School Closing/Delayed Opening Procedure

In the event of a storm or other emergency that necessitates the closing of school or the delayed opening of school, the following procedures will be implemented:

- The Superintendent of Schools will make the decision about the school closing or the delayed opening after consultation with the Harvard highway department superintendent or their designee. Every effort will be made to make the decision by 5 a.m. Under certain circumstances, the decision may be delayed beyond the indicated time.
- Immediately after this, the superintendent will notify school principals, who will follow their standard procedure for notifying staff.
- The superintendent will contact the radio and television stations. Parents/guardians may anticipate receiving a call detailing the information. The superintendent may also use Twitter.
- We will follow a **2-hour delay** procedure on any day when the school superintendent and highway department believe that the weather or road conditions may improve.
- Should the original decision on the delayed opening need to be revised to a school closing, every effort will be made to do so by 6 a.m.
- When the delayed **2-hour** opening is used, students will be dismissed at the normal dismissal time.
- The approximate school day schedule on delayed opening days will be as follows:
 - 9:00 a.m. Buses begin picking up Bromfield students.
 - 9:45 a.m. School starts at The Bromfield School.
 - 10:00 a.m. Buses begin picking up Hildreth Elementary School students.
 - 10:50 a.m. School starts at Hildreth Elementary School.

The regular dismissal times will be in effect on delayed opening days, unless it is an Early Release Day. A delayed opening on a scheduled Early Release Day will result in a 3:30 p.m. dismissal.

“No school” and “delayed opening” announcements will be made on the following radio and television stations:

Radio

WBZ, Radio 1030 AM, Boston
WBMX, Radio 98.5 FM, Boston
Boston WRKO, Radio 680 AM, Boston
Boston WEIM, Radio 1280 AM, Fitchburg
Cable TV 16, Harvard WSRS,
Worcester Radio 96.1 FM
WTAG, Radio 580 AM, Worcester

Television

WBZ, TV 4, Boston
WCVB, TV 5
WHDH, TV 7

An automated call will be made to all families between 5:45 a.m. and 6:00 a.m. for a cancellation or delay. If you are not receiving these calls, please notify the office.

Emergency Early Dismissal

In all cases of system-wide early dismissal because of inclement weather, The Bromfield School will release its students first with the Hildreth Elementary School students being dismissed approximately 50 minutes later. Any unexpected early release notifications will come from the Harvard Public Schools Central Office.

Parental Early Dismissal from School

Parents who wish to have children dismissed from school early MUST send a note to the classroom teacher and email hesabsence@psharvard.org to that effect. DISMISSALS ARE MADE ONLY FROM THE OFFICE. PARENTS/GUARDIANS MUST SIGN OUT THEIR CHILD. Classroom staff may not release children directly to the parent/guardian or to any adult for any reason. If you are giving permission for your child to be picked up by someone other than their parents/guardians, please identify that person specifically. The pick-up person should be prepared to show ID if requested.

To ensure a safe and orderly dismissal from school, parents/guardians may not change dismissal plans after 2:30 p.m., except in the case of an emergency.

Bus Route Procedures

Parents/guardians are notified in the Superintendent’s August newsletter and in the Harvard Press which bus route serves their neighborhood. If parents/guardians have questions about any specific route, they may call the bus contractor, Dee Bus Service, 978-425-4706. All bus routes are carefully planned to emphasize safety for each child within the practical limitations of Harvard’s unusual geography. Children attending kindergarten and first grade are given special consideration to have the bus stop located as close as practically possible to their

homes. Parents/guardians may arrange for their preschool child (aged 4 or 5) to ride the bus with an older HES sibling by contacting the building principal.

When getting off the bus in the morning, all students enter the school through the Bus Lane (North) Entrance and walk directly to their classrooms or homerooms.

If your child should accidentally get on the wrong bus at dismissal time, or miss getting off the bus at the assigned stop, the bus driver will complete the assigned route and return the child to Hildreth . The office will call you, and the child will remain at the school until picked up. Please call both the school (978-456-4144) and Dee Bus Service (978-425-4706) if your child does not arrive home within 10 minutes of their normal time. We will take the necessary follow-up action.

Students in kindergarten and first grade must have a parent/guardian waiting at the bus stop in order for the driver to allow the student to exit the bus. If there is not an adult at the bus stop, the driver will not allow the student to exit and will return the child to the school. Parents/guardians can make arrangements with the driver to have an older sibling or other adult take the kindergarten or first grade student off the bus.

Bicycle Safety

Children riding their bikes to school must wear helmets. During school hours bikes should be locked to the bike rack in the front of the school. The school cannot be responsible for lost or damaged bikes.

Skateboards, roller blades, and scooters are not to be used on school property on days that school is in session.

Tardiness

It is very important that students arrive at school on time. Students who enter their classrooms after 9:00 a.m. are considered to be tardy. Tardiness interferes with a smooth beginning of the day for both the late student and the entire class. In circumstances where tardiness cannot be avoided, please call the school absentee line at (978) 456-4144 to inform the school office that your child will be late.

Students who arrive after 9:00 a.m. must be brought to the main office by a parent/guardian and signed in.

Absences, Vacations and Extended Absences

If your child is going to be absent from school, parents/guardians should notify the office by calling the absentee line (978-456-4144) or emailing hesabsence@psharvard.org no later than 8:30 a.m. the day of the absence. All classroom teachers take daily attendance that is reported to the office. If your child is going to be absent from school, parents/guardians should notify the office by calling the answering machine (978-456-4144) or emailing hesabsence@psharvard.org no later than 8:30 a.m. the day of the absence.

If a child is absent and the school does **not** have notification from the parent/guardian, the parent/guardian will receive an automated call to alert them to the child's absence. Since so much of the educational experience is based upon classroom participation, regular attendance helps your child take an active part in the total school program. Except in cases of illness and extenuating circumstances, students are expected to be

present when school is in session.

Excused absences/tardies would include:

- Documented illness or injury (health care provider's note or parent/guardian informed)
- Bereavement/family funeral
- Major religious observances
- Family trip up to 5 days per year with [Hildreth Excused Absence Form](#)

Unexcused Absences/tardies would include:

- Undocumented absences
- Family trip without obtaining approval

If a student has 5 unexcused absences, the administration will contact the parents/guardians to arrange a meeting to discuss the absences. A plan will be formulated to improve student attendance. If the student has continued unexcused absences further meetings or additional action may be taken.

We ask that parents/guardians check the school calendar each year and make every reasonable effort to avoid the planning of family vacations on school days. Vacations and trips with a recreational focus should not be taken during school time. If a family decides to take a trip during the school year and they want to have the days excused, they must complete the [Hildreth Excused Absence Form](#). The principal may excuse up to 5 days for family leave.

While teachers will allow students to make up missed assignments, tests, and quizzes, they are not required to prepare work in advance. In addition, teachers are not required to tutor students when they return from vacation; it is the family's responsibility to catch students up on missed work. The faculty is readily available, of course, to assist students in making up work after an illness.

Please refer to the School Committee Policy Manual for Attendance Policy and/or M.G.L 76:1; 76:16; 76:20. http://psharvard.org/school_committee/policies

Illness

Please keep your child home from school if they exhibit any of the following symptoms:

- fever
- rash
- persistent cough
- conjunctivitis
- vomiting
- diarrhea

If you are unsure about the length of time to keep your child at home, please contact the school nurse. Students diagnosed with Strep Throat, Conjunctivitis, or Impetigo must remain at home until they have completed 24 hours of antibiotic therapy. Also, students with a fever (temperature of 100.0 or greater), vomiting, or diarrhea must be symptom-free for 24 hours prior to returning to school. Students who do not attend school for the day

are also not eligible to participate in before or after-school programs or activities.

Our school nurse will contact a student's parents/guardians if the student has any of the symptoms listed above. Parents/guardians are expected to pick up their child in a timely manner. If the parent/guardian is unable to do so, the school nurse will contact the student's emergency contact.

Celebrations

Birthdays

Parents/guardians are welcome, but certainly not expected or required, to provide an inexpensive, non-food item for their child to share with classmates on their birthday. Items might include pencils, stickers, erasers, or another school supply. Food items are not allowed. Purchasing a book for the library is another wonderful way to celebrate a birthday. We have honorary bookplates to put inside the book to let others know that the book was donated for your child's birthday. Birthday party invitations should not be distributed at school.

Classroom Celebrations

From time to time during the school year, teachers may schedule celebrations to reward students, celebrate an accomplishment, and/or as a way to build classroom community. These celebrations may include food that is provided by the teacher and/or parents/guardians. Teachers will communicate with all parents/guardians ahead of time the purpose of the celebration and any food allergies in the classroom. The teacher will also follow up with the parents/guardians of students with food allergies to ensure all students can participate. **All food with the exception of fresh fruits and vegetables must be store-bought and come to school packaged with the ingredients clearly visible.**

Snacks

Children are encouraged to bring snacks to school, to be eaten at a designated snack time in their classroom. . . We encourage you to send in nutritious snacks such as carrot sticks, raisins, celery, crackers, cheese, fruit, yogurt, etc. **All classrooms are tree nut and peanut free. Please do not bring in any nut products for classroom snacks. Nut products are to be eaten ONLY in the cafeteria away from our allergy table.**

School Lunch

Lunch is available for free for all students and includes milk/juice, vegetable, and fruit. Daily choices at HES include a hot entrée, deli shop with made-to-order sandwiches, salad, yogurt parfait, etc. Lunch menus are posted at the HES website.

We offer a point of sale and register system for the Harvard School Lunch Program at both school cafeterias. Computerized touch screen terminals are used that anonymously serve all students as well as staff. Each student and staff enters their unique PIN on the terminal keypad. The customer page and photo pops up for visual identification.

Lunch is free this school year, so the following information may not be relevant for the 2023-2024 school year.

Secure online payments can be made into your children's accounts at www.Myschoolbucks.com. (Please note there is a convenience fee per transaction, and may take up to 48 hours to process and be visible in your account.) You will need your students' ID number to complete the setup. Cash or check payments into student accounts at the school cafeterias are also accepted (no convenience fee). Make the checks payable to the Harvard School Lunch Program and have the students bring them into the café for deposit or mail to the attention of Diane Kerwin at HES. Please include the student's name(s) and ID number at the bottom of your check. A single family deposit may be divided amongst siblings attending the schools. Parents/guardians will receive "low balance" and "insufficient funds" email or mail reminders when accounts have reached these thresholds.

At HES, students in grades K-5 each lunch in the cafeteria. Aides assist children who need help and supervise them while they eat. While children are encouraged to relax and enjoy themselves, they are expected to be respectful of each other, to leave their tables clean for the next group, and to abide by the agreements for appropriate behavior.

Protocol for Allergy Aware Table

1. We have an allergy aware table available for students during each lunch period. Our procedures are as follows: A notebook containing the names of all students with Life-Threatening Allergies (LTA) and their specific allergens (by lunch period) will be kept in the cafeteria and reviewed by our lunch aide staff.
2. Students with LTA sit at the allergy aware table. If the parents/guardians of a child with LTA choose not to have their child sit at this table, they must sign a release indicating that they have been informed of this option and understand that the other tables will not be allergen free.
3. Students may bring one or more friends with them. One of the lunch aides will check lunches at the table to be sure they are free of identified allergens.
4. If there is no child with LTAs during a particular lunch period, the allergy aware table will remain unoccupied.
5. The allergy aware table will be washed with a cleaner and water at the beginning of the lunch period each day. The table will be wiped down with a cleaner after each lunch period. The cloth that is used on the allergy table will not be used on any other tables.
6. The same table should be used every day and will be marked as the "Allergy Aware Table."

Student Dress

The Fourteenth Amendment protects the right to choose hair length, clothing, and other aspects of appearance. The school cannot interfere with this right by punishing or restricting individuals from any school activities because of appearance unless there is an overriding, legitimate school purpose, which the school can show to be more important than this right. Such legitimate school purposes include the concern that appearance poses a genuine threat to health or safety (for example, science lab safety or gym specific clothing) or damages school property (for instance, metal cleats or shoes). Another legitimate purpose is to prevent disruption. Disruptive clothing is considered clothing upon which any of the following is displayed: words or pictures that promote or advertise alcohol, drugs, tobacco, prejudice, sexual innuendo or promote illegal behavior; obscenities, words or symbols that will knowingly incite others or words or symbols that put down (defame) the beliefs or heritage of

others. Clothing expectations include footwear, shirts, and pants/shorts/skirts/dresses.

Individual teachers may not enact restrictions for dress code that vary from this policy.

If the dress of a student is in question, the student should be discreetly referred to the nurse.

School Telephones

School telephones are limited, and therefore, primarily for school business use. We encourage students to take responsibility for their homework, lunches, musical instruments, and their after-school plans.

Lost and Found

Lost items from the building, buses, and playground are collected and displayed for student and parent/guardian identification. PLEASE LABEL CHILDREN'S CLOTHING AND LUNCH BOXES and check the Lost and Found area as soon as you are aware of missing items. Several times a year, unclaimed items are removed and donated to charity, even if they are labeled. Notification of the emptying of the Lost and Found will be communicated through the Family Newsletter 1-2 weeks ahead of time.

Personal Property

Students are asked not to bring toys, trading cards, large sums of money or other valuable possessions to school. This includes trading cards, game systems, or other valuable electronic equipment including MP3 players, iPods, iPads, Nooks and Kindles. If these items are brought to school, they must remain in the child's backpack during the school day.

In order to address the safety and communication needs of families, students will be allowed to bring cell phones to school and on the bus. While on the bus and at school, cell phones must be turned off and remain in a student's backpack. If a parent/guardian needs to get a message to their child during the school day, they should contact the office. If a student at HES is found to have their cell phone out, without specific permission from an adult, or if a student is found to have a personal electronic device that can access the internet, the cell phone or device will be sent to the office, or confiscated by the bus driver, and the parents will be contacted to pick it up.

Student Activities

The Harvard public schools has contracted with AlphaBEST to provide before and after school care as well as summertime programming. Families with children in grades K-5, currently enrolled in Harvard Public Schools and attending Hildreth Elementary School, are eligible to attend. For further information, please visit <https://www.alphabest.org/harvardma/>.

We are pleased to offer band to our 5th grade students. Band meets before school one day a week. Please contact Emily Trainor (etrainor@psharvard.org) for more information.

Fire/Evacuation Drills and Lock Down Drills

Fire drills are held periodically with the Fire Department to promote the safe and orderly exit of students in case of fire or other emergency. When the alarm sounds, students file out in a quiet, orderly manner and face the building from a safe distance. Students should be in a single-file line as teachers make a count of students present and wait for further instructions and the all-clear signal. Bus evacuation drills are also performed at least once a year under the direction of school bus drivers.

Lock Down procedures will be practiced yearly with the help of the Chief of Police. Families will receive advanced notification, and efforts will be made to minimize the impact for students.

STUDENT BEHAVIOR/GENERAL SCHOOL RULES

Hildreth Elementary School strives to create a school climate that fosters learning and promotes good citizenship. The HES Positive Behavior Plan centers on three expected behaviors: **Respect, Responsibility, and Safety**. Students' behavior should be respectful, responsible, and safe in all areas of the school building, playground/field area, and on the bus. Students are expected to follow school rules at all times. Rules are put in place to help ensure the safety of everyone and to create an environment conducive to learning. The following matrix describes what the expected behavior would look like in each area of the building. Teachers may also design specific classroom expectations.

Faculty and staff will teach behavioral expectations to students in order for all children to understand what is expected and to foster a positive school climate. The different grade levels, abilities, and developmental levels of all students are taken into consideration when teaching these expectations. Children that require special education services may receive additional support and instruction. Additional levels of support would be decided on an individual basis at a child's Team Meeting.

Please refer to the School Committee Policy Manual for policies regarding student behavior expectations. http://psharvard.org/school_committee/policies

	Respect	Responsibility	Safety
Classroom	Follow all adult directions Use appropriate language and tone Treat others how you want to be treated Follow classroom behavioral expectations	Use active listening Participate actively Share and use materials appropriately Try your best	Keep your hands & feet to yourself Tell an adult of any problems Use 2 nd step/steps to respect strategies

Cafeteria	<p>Follow all adult directions</p> <p>Use appropriate language and tone</p> <p>Exhibit good table manners</p> <p>Treat others how you want to be treated</p>	<p>Stay in your seat (unless you have permission)</p> <p>Use a quiet voice</p> <p>Clean up your eating area</p> <p>Wait in line for your turn</p> <p>Eat only your own food</p>	<p>Keep your hands & feet to yourself</p> <p>Tell an adult of any problems</p> <p>Walk</p> <p>Use 2nd step/steps to respect strategies</p>
Recess	<p>Follow all adult directions</p> <p>Use appropriate language and tone</p> <p>Treat others how you want to be treated</p>	<p>Use equipment correctly and return it to storage rack</p> <p>Be cooperative with peers and include all children who want to play</p> <p>Demonstrate good sportsmanship</p> <p>Only play in designated areas</p>	<p>Keep your hands & feet to yourself</p> <p>Tell an adult of any problems</p> <p>Ask permission to leave play area</p> <p>Follow equipment guidelines</p> <p>Use 2nd step/steps to respect strategies</p>
Hallways	<p>Follow all adult directions</p> <p>Silence in hallways when passing as a class.</p> <p>Observe personal space</p> <p>Treat others how you want to be treated</p>	<p>Go straight to your destination</p> <p>Place your belongings neatly on your own hook</p> <p>As a class, walk in single file line</p>	<p>Keep your hands & feet to yourself</p> <p>Tell an adult of any problems</p> <p>Walk on the right</p> <p>Use 2nd step/steps to respect strategies</p>
Bathrooms	<p>Follow all adult directions</p> <p>Use appropriate language and tone</p> <p>Respect the privacy of others</p> <p>Treat others how you want to be treated</p>	<p>Keep the facilities clean (flush toilets)</p> <p>Throw trash in appropriate receptacles</p> <p>Wash hands</p>	<p>Keep your hands & feet to yourself</p> <p>Tell an adult of any problems</p> <p>Use 2nd step/steps to respect strategies</p>
Bus	<p>Follow all adult directions</p> <p>Use appropriate language and tone</p> <p>Treat others how you want to be treated</p>	<p>Stay seated while the bus is moving</p> <p>Use a quiet voice</p> <p>Keep your body and belongings inside the bus and out of the aisle</p> <p>Refrain from eating and drinking on the bus</p>	<p>Keep your hands & feet to yourself</p> <p>Tell an adult of any problems</p> <p>Enter and exit in an orderly fashion</p> <p>Use 2nd step/steps to respect strategies</p> <p>Refrain from throwing objects on or out the bus</p>

Threat of Violence

Threats of violence are not tolerated. Real, toy, or facsimiles of weapons are not allowed for any reason. Student drawings or writing containing violent content or weapons are also prohibited. All threats of violence will be taken seriously, and the police may be notified if any threat involves the mention of a weapon or killing.

Bullying

The Harvard Public Schools have made a commitment to helping students develop the interpersonal skills necessary for working effectively and cooperatively with others. With the passing of the state's anti-bullying legislation in May 2010, bullying will not be tolerated.

Bullying is defined as a "form of aggression in which (1) the behavior is intended to harm or cause distress, (2) the behavior occurs repeatedly over time, and (3) there is an imbalance of power (popularity, age, gender, etc.) among the parties. Bullying can be physical or psychological, face-to-face or online and includes such behaviors as name-calling, excluding, teasing, pushing, verbal threats and cyberbullying. The law now mandates reporting incidents of bullying to teachers and administrators. The school will promptly investigate the situation, work with parents/guardians and students, and will take appropriate action. Our school uses the Second Step/Steps to Respect program to teach students about bullying and appropriate actions. Please use this form to report bullying:

<https://docs.google.com/forms/d/e/1FAIpQLSfAl0QWVZKt7oWaHy8ffIDNRzdN9RiOYBITLqU-N4fFNLdXsg/viewform>

Please refer to the School Committee Policy Manual for policies regarding bullying (JICFB) and the Bullying Prevention and Intervention Plan (JICFB-R). http://psharvard.org/school_committee/policies

Harassment

Harassment will not be tolerated in the Harvard Public Schools. This policy is in effect while students are on school grounds, school district property or property within the jurisdiction of the school district, school buses, or attending or engaging in school activities.

Harassment includes communications such as jokes, hate speech, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon actual or perceived: race, color, sex, religion, national origin, sexual orientation, disability, gender identity, or homelessness. The Harvard Public Schools are in compliance with state and federal laws prohibiting discrimination and harassment. The Title IX Coordinator and Director Pupil Services is Michelle DellaValle, who can be reached at (978) 456-4143.

The school will investigate all complaints of harassment at school or at school-related events and, if substantiated, take steps reasonably calculated to stop the harassment and prevent its recurrence. Once the school has learned of alleged incidents of harassment, it may not choose to ignore them, even if the complainant or targeted student/s informs the school that they wish the school not to address the matter. Every allegation of harassment will be investigated.

The school will respond to complaints of harassment in a reasonable, timely, and effective manner. What is reasonable, timely and effective depends on the individual circumstances of the complaint including, but not limited to, the nature of the allegations and ages of the students involved. Therefore, while the following may serve as general guidelines for responding to an incident of harassment, the guidelines must be adapted as necessary to effectively respond to the complaint.

To view the general guidelines for responding to an incident of harassment, please see School Committee Policy ACABA: Harassment by Students and ACABB: Harassment by a Staff Member at http://psharvard.org/school_committee/policies

Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal/physical conduct or communication of a sexual nature by an adult or student when:

- That conduct or communication has the purpose or effect of interfering with an individual's education or creating an intimidating, hostile, or offensive environment;
- Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's experience; or
- Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education.

Sexual harassment may include unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where: Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individuals. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

Please refer to the Harvard Public Schools' Discrimination/Harassment Policy in the Appendix.

Cheating/Violations of Academic Integrity

Plagiarism or cheating in the form of copying homework or papers, copying quiz or test answers from other students, acquiring or distributing copies of quizzes or tests before they are administered, or any other dishonest means of acquiring academic credit will not be tolerated. Students could receive a failing grade for the assignment/test/quiz as well as additional consequences as appropriate.

Inappropriate Language

Verbal or written use of inappropriate language (obscene, profane), obscene gestures, and possession of pornographic material are strictly forbidden.

Theft

Any student known to have stolen property from another student, a member of the school staff, or from the

School Department may be suspended from school. The parent(s)/guardian(s) of the offending student will be notified and a referral to legal authorities may be made, depending on the value of the stolen property.

Students are asked not to bring large sums of money or other valuables to school.

Bus Conduct

Students transported in a school bus are under the authority of the School Department and under the control of the bus driver. Please refer to the Behavior Matrix from Expected Behavior on the bus. Disorderly conduct, vandalism, or actions that imperil the safety of those on the bus may be sufficient reason to deny a student the privilege of transportation to and/or from school. Only the principal or assistant principal will decide on suspension of bus privileges.

Animals or dangerous objects may not be transported to and from school on school buses. The bus driver may exclude a student carrying either from riding the bus.

Suspension of bus riding privileges does not relieve students of their responsibility to attend school. Parents/guardians will be notified of the suspension, and it will be their responsibility to arrange transportation for their child to and from school during the period of suspension. Suspension will go into effect at the beginning of the school day following the offense.

If a student encounters an issue on the bus, the student or parent/guardian should contact the assistant principal, principal or school counselor. Parents/guardians are not permitted on the buses to or from their home.

Disciplinary Actions

The Hildreth Elementary School has programs and interventions in place to help all students reflect on, learn about and improve their personal behavior. Emphasis is placed on highlighting positive behaviors and providing opportunities for teachable moments. However, there will be consequences for students with inappropriate behavior. Consequences may include but are not limited to:

- Teachers and staff will review expectations with the student and discuss their behavior to try to problem-solve.
- Completion of a Reflection Sheet to further process the incident and to develop a personal plan for avoiding the behavior in the future. The student may then be responsible for bringing the Reflection Sheet home to be reviewed and signed by a parent/guardian. The Sheet should be returned to school the following day.
- Loss of some or all of recess time. Recognizing the importance of movement and play, the use of this consequence will be limited to safety concerns, or used after consultation with either the school administration or the student's parent/guardian. Every effort will be made to notify parents/guardians of any loss of recess time.
- Time spent out of the classroom.
- Clean up any mess/vandalism the student might have done.
- Contact by a teacher of the parents/guardians via phone or note.
- A counselor or the assistant principal/principal will speak to the student and/or parents/guardians.

- Parents/guardians and school personnel meet to discuss the behaviors.
- Loss of privilege: The student may be denied participation in extracurricular and school-related activities such as: removal from the cafeteria or recess for an extended period of time, denied the opportunity to participate in special events (including assemblies), or denied the use of the school bus. Parents/guardians will be notified of any of these consequences.

Alternative Remedies

Student re-engagement procedures contain:

a. Any principal, headmaster, superintendent, or person acting as a decision-maker at a student meeting or hearing, when deciding consequences for the student, shall consider ways to reengage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student’s continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

b. Alternative remedies may include but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

The principal, headmaster, superintendent, or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H1/2 or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing.

Notice shall set forth in plain language:

- A. the disciplinary offense;
- B. the basis for the charge;
- C. the potential consequences, including the potential length of the student’s suspension;
- D. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student’s explanation of the alleged incident, and for the parent/guardian to attend the hearing;

- E. the date, time, and location of the hearing;
- F. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of their determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send their determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect. All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- and. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed.

If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or their designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal. If the student is in grades pre-k through grade 3, the principal shall send their determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue their written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal. During the emergency removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal.

The principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year. An in-school suspension may be used as an alternative to short-term suspension.

A Principal may impose an in-school suspension as defined above according to the following procedures:

- The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident.
- If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.
- On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
- The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H1/2

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

- *Possession of a dangerous weapon, possession of a controlled substance, or assault of staff.*

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses.

After said hearing, a principal may, in their discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of their appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

• *Felony complaint or issuance of felony delinquency complaint:*

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

• *Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency:*

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of their right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall notify the Superintendent in writing of their request for an appeal of the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

SCHOOL-WIDE EDUCATION SERVICE PLAN FOR STUDENTS ON SHORT- OR LONG-TERM SUSPENSION

(1) Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal from the

classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

(2) Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan.

(3) Each school has a process for developing school-wide education service plans for education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. Each plan is individualized to the needs of each student and is developed in collaboration with the guidance department, special education department, and classroom teachers, as applicable. Students and their parents will be notified of the process for developing and arranging such services at the time of suspension/expulsion. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under M.G.L. c 69, §§ 1D and 1F.(4)

Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.

(a) The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

(b) For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

Procedures for suspensions of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer: a. services to enable the student, although in another setting, to continue to participate in the general

education curriculum and to progress toward IEP goals; and b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others. Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Procedural requirements applied to students not yet determined to be eligible for special education.

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or
 - c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

ACADEMIC PROGRAM

General Curriculum

Hildreth Elementary School is working to support the student outcomes delineated in the Harvard Strategic Plan. Our annual School Improvement Plan specifies the vision and direction of the elementary school programs.

The curriculum at the elementary school is based on several premises: children learn best when they are interested in the material; educational experiences that involve students in “hands-on” activities strengthen student learning; children can master material when subjects are integrated; and children can transfer understanding. We strive for pedagogy that supports children in exploring their own understandings and devising their own explanations. We are moving away from a textbook-based curriculum toward an environment that draws on many resources of varying types, that uses primary sources, and engages students in “real” activities that help develop understanding. We aim to strengthen children’s skills at problem-solving and critical thinking in all curricular areas. We believe that a respectful learning community promotes the learning of all and work to develop skills for cooperative learning in all disciplines. Mistakes are viewed as a necessary component of all student growth, skill development, and learning.

Homework

Homework is designed to allow for meaningful skill practice or to preview upcoming skills. It also helps to develop responsibility, the ability to work independently, and can support the development of time management skills. Teachers will assign homework with a clear purpose that will address one or more of these areas. Homework will be assigned at various grade levels while taking into account the developmental stage of the students. Therefore, each grade level will have different homework expectations. Teachers will inform parents/guardians of specific grade level expectations for homework at Curriculum Night.

We recognize that each student has different skill levels and outside school responsibilities. Homework should be differentiated and flexible to meet those needs.

Homework should be each child’s responsibility, and parental/guardian participation should be minimal. Parents/guardians can help most with homework by providing a quiet, well-equipped place at home for their child to work and by setting a specific time each day for homework.

Communication regarding homework is extremely important. We encourage parents/guardians to speak to their child’s teacher if they have concerns or questions about homework. By partnering together, parents/guardians and teachers can ensure homework meets its intended purpose.

Hildreth Curriculum Night

In September or early October, parents/guardians are invited and encouraged to attend the school’s annual

Curriculum Nights for all grades. The purpose of these evenings is for classroom teachers to share the grade level's objectives, requirements and curriculum and to present other relevant information about the school to the parents/guardians of their students. Notices are sent to parents detailing the actual dates and times.

Parent Teacher Conferences

We offer two sets of parent-teacher conferences, one in the fall and one in the spring. All parent-teacher conference days are half days for our students. Parents/guardians may request conferences at any other time of the school year as well.

Reporting System

The Hildreth Elementary School reporting system has two goals:

1. To clearly communicate progress and performance based on learning standards.
2. To provide specific and useful information on the acquisition of social and learning skills.

The reporting system includes four main components: (1) conferences, (2) standard-based report cards, (3) evidence of student learning through the use of work samples, and (4) formal and informal communication.

Reporting System Calendar:

1. First five weeks of school: personal communication from teacher to parent/guardian (phone call, note, or one-to-one conversation) about a student's adjustment to a new grade level.
2. Thanksgiving week: parent/teacher conference with sharing of work samples and summary of student progress and performance.
3. Early release days after February vacation: parent/teacher conference to follow up the report card with the sharing of work samples and option of student involvement.
4. Report Cards: Sent home on a trimester schedule).

Class Placement of Students

Many factors are considered when planning student classroom placements. Among these are academic strengths, reading skill levels, boy/girl ratios, social and emotional development, work habits, and teaching styles. Each classroom is well balanced and heterogeneously grouped, and students vary in ability, personality, and study skills. No one class is composed of one type of student functioning at any one skill level or learning pace. Rather, there is a diverse combination of academic abilities, instructional levels, and individual characteristics and potential in each classroom setting.

We are always happy to receive parent/guardian input regarding the type of environment they feel is effective for their child. However, parents/guardians may not request specific teacher assignments or specific classmates for their child. We appreciate your cooperation in the area of class placements. If, upon receipt of a child's class placement, parents/guardians feel there are extenuating circumstances why their child should not be placed in the assigned class, they may contact the principal. Adjustments may be made at the principal's discretion.

Preschool Program

The Harvard Public Schools' Integrated Preschool Program offers stimulating activities that encourage a sense

of self-worth, social competence, and love for learning in an environment where each child can grow to their maximum potential. We believe that each child is an individual with distinct abilities and needs. For more details on this program, please visit the Integrated Preschool Program's website:

https://www.psharvard.org/departments/pupil_services/integrated_preschool_program.

SCHOOL SERVICES

Counselors

Counseling services are provided to help students develop academically, personally, and socially. The counselors get to know the students through classroom and playground observations, meetings with parents/guardians and teachers, teaching classroom units, and meeting with all new students. The counselors coordinate kindergarten and new student screening and orientation.

School Psychologist

The school psychologist supports students who require special counseling, conducts specialized school testing, and consults with parents/guardians and teachers regarding educational and/or emotional concerns.

School Nurse

The school nurse is available throughout the school day to assist students who require health services. The school nurse also acts as a health resource to all staff members. If there is no nurse available when children arrive in the school health room, they report to the main office for assistance or direction. First aid to the sick or injured and routine screening procedures (in accordance with the General Laws of the Commonwealth of Massachusetts) are administered in our school system. Services provided during the school year include: vision and hearing screening (K-5); postural screening (grade 5); and height/weight assessment (grades 1 and 4). All immunization records are reviewed and updated as necessary with required parental permission. Dental examination and fluoride treatment in grades 2 and 4 are conducted yearly in the fall by the Nashoba Associated Boards of Health and also require parental permission. Medications are administered in accordance with the "Administration of Medication" policy (see Appendix) approved by the Harvard School Committee. The school nurse may be reached at 978- 456-1247.

Protocol for Addressing Students with Life Threatening Allergies

- Parents/guardians are informed at the beginning of the school year if their child's classroom must be free of certain allergens. All classrooms are nut-free. A form is sent home that outlines the seriousness of allergies and asks parents/guardians to sign acknowledging that they have received and agree to abide by the guidelines outlined in the letter. The classroom must be free of the identified allergens for snacks, parties, etc.
- At lunch we have an allergy-free table where students who have allergies eat lunch. They can invite a friend to eat with them, but their friend's lunch must meet the allergy-free guidelines. This table is monitored by our lunch staff.
- All students who have life threatening allergies are placed on an Individual Care Plan that outlines the steps we will take to accommodate their needs based on these identified allergies. The Care Plan provides procedures for classroom, bus, field trips, and an administration protocol of Benadryl and the

Epi-pen.

- All staff are trained annually on the signs of an allergic reaction and the use of the Epi-pen.

Transition Programs

Nursery Schools to Kindergarten: The Harvard school system offers a half-day and full day developmentally-based kindergarten program. In early spring, registration information is sent to each parent/guardian listed on the town census list with a child who will be five years of age on or before September 1 of that calendar year.

In the spring, an evening meeting is held for parents/guardians to provide information about the kindergarten program.

Fifth Grade (Elementary) to Sixth Grade (Middle School): In the spring, 5th grade teachers and counselors talk with 5th grade students about the transition to 6th grade. The 5th grade students meet with the 6th grade teachers and have a tour of The Bromfield School.

Parents/guardians of 5th graders attend an Open House and Orientation Program in early spring. This Orientation includes an overview of the 6th grade program and opportunities to meet Bromfield School staff and the Middle School Principal. A building tour follows the orientation program.

Regular Education Intervention Services

Hildreth Elementary School provides a variety of regular education intervention programs for struggling students. A range of assessments are used to identify students who are in need of additional support in math and literacy. Interventions vary by grade level and subject area but include in-class services, pull-out, and use of targeted computer software to address student challenges .

Special Needs Services

Chapter 766, passed by the Massachusetts legislature in 1972, requires towns and cities to provide a special education program within the school system for all children with special needs. If the specialized services required cannot be provided in the school, an appropriate treatment center or private school is found and the town must pay any tuition and/or transportation costs incurred. The law requires a thorough evaluation procedure with parent/guardian participation for the child with a special need. Funding for these programs is partially reimbursed by the state.

The term special needs refers to learning or physical disabilities, speech and hearing impediments, or any other condition that does not allow the child to progress effectively in a regular classroom program.

Referral Process: A child's parent/guardian, teacher, school official, or the student may make a referral to the Special Needs Department, and the referral must be acted upon.

Evaluation Procedure: A team approach is used in addressing a child's academic or emotional needs. An initial conference by the Teacher Support Team is held to gather data on the child's school performance. This team recommends interventions and continues to gather data. If further evaluation is indicated, then the

evaluation team can include teachers, parents/guardians, a psychologist, reading specialists and the school nurse.

Parents/guardians are informed of the evaluation that is planned and must approve both the testing and the recommended program before special services can be provided.

Programs for the Child with Special Needs: Generally, students are assigned to regular classes and receive special instruction only in those areas where there is a special need. Also available are tutorial services in kindergarten through fifth grade levels. Children are selected to enter the program by teacher referral, Special Needs Department recommendations, preschool screening, and diagnostic testing.

Speech and Language Therapy is provided for students who have deficits in articulation, language, fluency and/or auditory skills.

Occupational Therapy is provided for students who need support in sensory motor functioning. Preschool evaluations and TEAM diagnostic evaluations as well as consultation for classroom teachers are provided for K-5 students.

Multi-Language Learners

Every student whose parents or guardians have indicated on the school's Home Language Survey form that their child uses a language other than English must be assessed in English in the areas of listening and speaking and, where age appropriate, reading and writing.

The following steps will be provided to identify newly enrolled students that are Multi-Language/English Language Learners:

- Each student will be assessed during their first two weeks of school.
- Census data is compiled about the number of English Language Learners enrolled on or before October 1 of each school year. This data is used for statewide WIDA testing and other activities. Students must be assessed on or before October 1st for this purpose.
- Any student who enrolls after October 1st will be assessed during their first two weeks of school.
- The principal reviews the Home Language Survey of every student and sends copies of all surveys in which a language other than English is stated to the Director of ELL programming.
- When it is stated that the parent/guardian "prefers oral and written communication from the school in their home language" to support the registration process and ongoing communication, the school will secure a bilingual translator.
- The ELL teacher/coordinator works with school principals to employ bilingual translators when needed for parent conferences/meetings and when students require clarification during instruction.

HOME AND COMMUNITY INFORMATION

School Visits

We are happy to have parents/guardians visit our school. Parents/guardians are welcome to discuss the purpose and timing for a visit with their child's classroom teacher. On occasion, parents/guardians may join their child for lunch/recess with prior approval from the building administration. Note that visitors may be limited at times. All visitors must report to the main office and provide the appropriate information on the Sign In/Sign Out sheet. The visitor will then be given a Visitor's Badge to wear. Staff members are asked to report anyone not wearing a Visitor's Badge to the office. In the rare event that visitations become disruptive to student learning, the principal and assistant principal have the authority to limit these visits to the school or classroom.

School Volunteers

Classroom volunteers are deeply appreciated because they augment educational opportunities for children and help teachers provide individually appropriate attention. Children learn at different rates, and it is expected that there will be a range in each classroom. Volunteers come to know the strengths and needs of the children being assisted. Moreover, since children are sometimes disclosing information with trusted adults, you may learn about their families and other aspects of their lives. In order to maintain the privacy of children and families, classroom volunteers must abide by confidentiality. Before beginning service as a volunteer, it is requested that you acknowledge your intent to fulfill this responsibility by endorsing an agreement, available from the school office.

In compliance with Massachusetts law, the Harvard School Committee adopted a policy on September 29, 2003, directing district principals to obtain all available criminal offender record information on any current or prospective employee of the school system and school volunteers from the Criminal History Systems Board. In practice, this means that all of our school volunteers and field trip chaperones must endorse a consent form permitting the school department to run a CORI check. This form may be obtained from and returned to the HES school office. Any findings will be held in strict confidence and will not necessarily disqualify an individual from serving as a volunteer.

Please be assured that we value your contribution, and hope that you will derive a measure of personal satisfaction from your experience at Hildreth Elementary School.

Harvard Parent Teacher Organization (PTO)

The Harvard PTO plays an active role in supporting our school in a variety of ways and increasing the effectiveness of home-school communications. The PTO raises funds through a variety of activities. In the past, PTO funds have supported classroom projects, purchased standards-based kits for classroom instruction, replenished equipment for playground use, and restocked library shelves. The PTO organizes informative meetings on school issues and hosts Teacher Appreciation Days. Parents/guardians who are not yet actively involved are encouraged to become PTO members and to participate in the variety of programs designed to support our local schools. PTO notices, membership forms, and events calendars are available at the school office or are sent home with the child at the beginning of the school year. Information is also available on the

PTO website: www.harvardpto.org.

School Communications

The staff at Hildreth, in conjunction with the PTO, strive to continually improve the effectiveness of our communication with parents/guardians. We want to support an on-going dialogue between parents/guardians and staff, to share what we do, current thinking in education, and problems that confront our school community. A number of vehicles are in place to support this exchange of information:

- The HES Family Newsletter emailed regularly to all families
- Periodic classroom newsletters
- Parent-teacher conferences (November and February/March)
- Automated phone communication system and Power School Parent Portal
- Community-building assemblies
- Grade-level activities and programs for parents/guardians
- Articles in town newspapers
- PTO general meetings on educational topics
- Curriculum evenings
- Open discussions with the principal
- PTO newsletter & flash email
- School notices
- Hildreth School website: hildreth.psharvard.org
- Email messages
- School Council meetings monthly

If you are not receiving the HES Family Newsletter weekly, please notify the front office.

School Committee Meetings

The School Committee meetings are open to the public and held bimonthly. Meeting dates and times are posted at the Town Hall and the Harvard Press. You may also check with the Superintendent's office, the local cable listing and the school website: www.psharvard.org for dates and location.

Hildreth Elementary School Council

The Hildreth Elementary School Council serves as a representative, building-based committee to advise the principal. The elected teachers, parents/guardians, and appointed community members who sit on the Council help to shape the policies and programs of the school as well as providing another avenue for the school community to communicate concerns. These different groups provide the school with various and mutually complementary perspectives that are incorporated yearly into the School Improvement Plan. As the Council identifies the educational needs of students and reviews the school's annual budget, it forges a strong staff, parent/guardian, and community partnership for educational excellence. By involving people who work in and support the school, the Council stimulates a school environment that unites all members of the school community in a sense of belonging, commitment, and growth.

The Hildreth Elementary School Council meets approximately once a month while school is in session. Meeting times and agendas are posted at Town Hall and on the HES website and are open to the public, who are highly

encouraged to attend.

Questions and Concerns

From time to time you may have questions or concerns about your child, the program, or the way something is being done in the school. In most cases, your child's teacher is best qualified to help you. If there is an issue you wish to address further, ask to talk with a counselor or the principal. If you cannot reach a satisfactory solution at these levels, contact the superintendent to discuss your concerns further. School Committee members are interested in hearing your opinions and concerns. This can be done during the Open discussion part of School Committee meetings, via email or in person. Another avenue, particularly for general concerns, is to contact your HES School Council members. They can bring these issues before the Council for discussion.

School Pictures/Yearbook

School pictures are taken of each child in early fall. Parents/guardians may purchase various size packages, including individual portraits and a class composite. A yearbook will include these school pictures and other photos of school activities.

Town Resources

Town resources used by the elementary school to enrich learning programs for field trips during the school year include, but are not limited to:

- Town Common and Town Hall
- Police and Fire Departments
- Fruitlands Museum
- Town Conservation Trails and Bare Hill Pond
- Town Cemetery
- Shaker Village
- Small Nature Study Trail
- Harvard Historical Society
- Local orchards
- Five Sparks

General Permission for Walking Field Trips

At times we use the Harvard Town Library or The Bromfield School as additional learning spaces. We consider this part of the Harvard Schools campus. We may walk students across Massachusetts Avenue to use these spaces without sending home specific permission.

Please contact your child's teacher or the school office at 978-456-4145, if you would like to be specifically informed about these walking field trips.

General Field Trips

Students attending school-run field trips must ride the bus to and from the trip location. The principal reserves the right to deny field trip participation to a student as a consequence for poor behavior choices.

APPENDIX: REGULATIONS AND POLICIES

Publication of Student Information

Under Massachusetts State Department of Education regulations, the school system may, from time to time, release for publication certain information concerning students without first obtaining their or their parents'/guardians' consent unless they have notified us that we should not do so. The information which may be released for publication includes only students' names, classes, participation in extracurricular activities, degrees, honors and awards, and post-high school plans.

If you do not wish this information regarding your child to be released without your consent during the school year, please notify the building principal at Hildreth Elementary School (978-456-4145).

Student Records

The Harvard Public Schools are authorized to send student records directly to a public school to which a student seeks or intends to transfer, without the consent of the eligible student or parent/guardian, provided that the school the student is leaving gives general notice that it follows this practice. (23.07(4)(g)) The Harvard Public Schools will first seek to obtain consent to release records from the eligible student or parent/guardian. However, if the district is unable to obtain consent, records will be sent pursuant to the Mass General Law (23.07{4}{g}) This serves as general notice to this practice.

To students and their parents/guardians: This is to inform you of the eventual destruction of your child's student records, which have been maintained by this school system during the period of your or your child's enrollment therein. The records, which are described below, contain significant information, which may be of importance to you in the future. Because of this, you have the opportunity to examine and receive copies of any or all of the records prior to their being destroyed.

In accordance with Massachusetts State Department of Education regulations, different portions of the record will be destroyed at two points in the future. The majority of information will be destroyed within five (5) years following the student's graduation. The information to be destroyed within five (5) years from graduation or withdrawal now includes:

- records of participation in school-sponsored extracurricular activities
- evaluations and reports by teachers, counselors, and others
- attendance data
- all other information not listed below

The following information may be destroyed only after the passage of sixty (60) years:

- identifying information regarding students and parents or guardians
- course titles and grades received
- grade levels completed and year of completion

You have the right to examine and receive a copy of any or all of the above information at any time prior to its destruction. If you have any questions regarding your or your child's student record or this letter, please contact Jennifer Sauter, Director of Pupil Services for the Harvard Public Schools (telephone 978-456-4143).

Security Cameras in School

The Harvard School Committee supports the use of video cameras throughout the Harvard Public School District for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewed if necessary by designated school officials and/or designated law enforcement personnel.

Please refer to the School Committee Policy Manual for the policy regarding security cameras (ECAAF).
http://psharvard.org/school_committee/policies

Animals in School Policy

No animal shall be brought to school without prior permission of the building principal. School principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the principal shall be final.

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the Harvard Public School District.

- **Wild Animals and Domestic Stray Animals:** Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).
- **Fur-Bearing Animals:** - (pet dogs*, cats, wolf-hybrids, ferrets, etc.,) these animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.
- **Bats:** Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.
- **Poisonous Animals:** Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and other Service Dogs or Law Enforcement Dogs** – These animals may be allowed in the school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with prior approval of the Superintendent of Schools.

Use of Internet

Hildreth Elementary School is pleased to offer students access to a computer network for research and school projects on the Internet. School internet access is filtered through a firewall. However, families should be aware that some material accessible via the Internet, even filtered internet, might contain items that are illegal, defamatory, inaccurate, or potentially offensive. While the purposes of the school are to use Internet resources for constructive educational goals, students may find ways to access other materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Families that wish to discuss details of or limits to internet access for their student should contact the building administration.

Privacy: Network storage areas may be treated like school lockers. Network administrators may review communications to maintain system integrity that will insure that students are using the system responsibly.

Network Acceptable Use Policy

Network

1. The purpose of the Harvard Public School's Network is to promote the exchange of information and research consistent with the mission of the school system. The use of another organization's network or computing resources must comply with the rules appropriate for this network. Transmission of any material in violation of any US or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, and/or material protected by trade secrets.
2. Harvard Public School's Network is not for private or commercial business use, political or religious purposes.
3. Any use of the Harvard Public School's Network for illegal activity is prohibited.
4. All communications and information accessible via the network should be assumed to be the private property of the source.
5. Use of the Harvard Public School's Network to access obscene or pornographic material, or chat groups is prohibited.
6. As a network user, you are expected to abide by the generally accepted rules of network etiquette and digital citizenship. These include, but are not limited to, being polite (be kind and thoughtful in your messages to others) and use of appropriate language (do not swear, use vulgarities or any other inappropriate language).
7. Do not reveal your personal address or phone numbers to other students or colleagues.
8. Do not use the network in such a way that you would disrupt the use of the network by other users.
9. Use of programs that harass other Harvard Public School's Network users or infiltrate the computing system and/or damage the software components is prohibited.

10. Subscriptions to Listservs, bulletin boards and online services must be preapproved by the Network Administrator.
11. Absolutely NO technology device system settings are to be copied or altered in any way, without the prior approval of the Network Administrator.
12. Network traffic going in and out of the Harvard Public School's network could potentially be monitored and recorded.
13. Net Sending is a violation of the Acceptable Use Policy and is a function reserved for administrative purposes.

Security

14. You will respect the rights and property of others and will not improperly access, misappropriate or misuse the files, data or information of others.
15. You will not share your account with anyone or leave the account open or unattended.
16. You will keep all accounts and passwords confidential and not accessible to others.
17. You are responsible for making backup copies of the documents critical to you.
18. Any user identified as a security risk or having a history of problems with other technology systems may be denied access to the Harvard Public School's Network.

Software

19. You are responsible to take precautions to prevent viruses on your own equipment and the equipment of the Harvard Public Schools.
20. The illegal installation of copyrighted software or files for use on school devices is prohibited.
21. Please see the System Manager to install any software on The Harvard Public School's devices.

Printing

22. Excessive printing without permission of a teacher or staff member is a violation of this policy.
23. Permission by a teacher is required to use a color printer.
24. All printing will be monitored for paper consumption and is approved at the discretion of the school.

E-Mail

25. E-Mail is provided for the exchange of information consistent with the mission of the Harvard Public Schools.
26. E-Mail cannot be used for private or commercial offering of products or services for sale or to solicit products or services.
27. E-Mail cannot be used for political or religious purposes.
28. E-Mail messages are subject to review by the Harvard Public Schools administration review at any time.

All violations of the Acceptable Use policy will be reviewed by the Network Staff for the determination of the degree of seriousness, then presented to the principal, or assistant principal for appropriate disciplinary action.

Interpretation, application, and modification of any Acceptable Use Policy are within the sole discretion of the Harvard Public School Department. Any question of issues regarding this policy should be directed to the building principal.

The use of the Harvard Public School's network is a privilege, not a right, and inappropriate use will result in a cancellation of this privilege. In addition, violation of any conditions of use described here may be cause for disciplinary action. The principal will deem what is inappropriate use and that decision is final. Also, the system manager may close an account at any time as required. The administration, faculty, and staff of the Harvard Public Schools may request the system manager to deny, revoke, or suspend specific user accounts.

Immunization Requirements

All children entering kindergarten are required to have the following immunizations:

- 5 doses of DTaP vaccine
- 4 doses of polio vaccine
- 2 doses of MMR vaccine
- 3 doses of hepatitis B vaccine
- 2 doses of varicella vaccine (or certified history of chickenpox disease)

If your child is in 4th grade, state law mandates that schools have a new physical with updated immunizations by the start of the school year.

Lice Policy

If a student is found to have live lice, the nurse will alert their parents to discuss treatment options. Students may remain in school unless the nurse determines that they are too uncomfortable to participate in school effectively. The nurse will check the student for live lice before class the next day. Parents are responsible for checking any siblings as well as continuing to check the child for lice for the next 10-14 days. As a parent/guardian, if you discover that your child has lice or nits, please inform the school nurse.

Administration of Medications

At the beginning of the school year all children are sent home with an emergency card which allows parents/guardians to approve the administration of some common over-the-counter medications. The medications are:

- Acetaminophen/Tylenol
- Ibuprofen
- Tums
- Benadryl
- Cough Drops
- Calamine Lotion
- Hydrocortisone Cream
- Lip Ointment

No child is allowed to administer their own medications. They are also not allowed to transport their own medications. All medications must be administered in the nursing office.

Some children take medication on a daily basis at school. This medication must be delivered to the nursing office by a parent and a permission form must be signed by the prescribing health care provider as well as the parent/guardian. The medication should be delivered in its original container, with the child's name on the bottle, and the correct dosage to be administered. A new physician's order to administer medication is required each school year. This includes orders for inhalers and epipen administration.

Please feel free to call the nursing office (978-456-1247) with questions about medication administration.

Students Returning to School After a Major Injury

A health care provider's note of restrictions is required when students return to school after injuries such as breaks, fractures, concussions, surgery, etc. A health care provider's note is also required when the student is medically cleared to resume normal activities.

Tobacco Products Policy

The Harvard School Committee, recognizing that the health of the employees, students, volunteers, and visitors is a factor of concern, declares the school environment to be smoke free.

In accordance with the Educational Reform Act of 1993, (Chapter 71 of the Act of 1993), Section 37H, the Harvard School Committee prohibits the use of any tobacco products within the school building, the school facilities or on the school grounds or in school buses by any individual, including school personnel.

All staff members who violate this policy will be subject to disciplinary action.

Weapons and Incendiary Devices Policy

The Hildreth Elementary School recognizes the seriousness of students' possession or use of weapons and incendiary devices on school property. The safety of all students dictates that there be appropriately serious consequences for violation of the following policy:

The construction, possession, or use of any weapon or object that might be construed as a weapon on school grounds is strictly prohibited and may result in up to a three (3)-day suspension. The principal will call parents/guardians of students in violation of this policy immediately. Weapons will be confiscated and will be returned only to the student's parent(s)/guardian(s) and then only at their request. Re-admission to school will require a conference with the student, their parent(s)/guardian(s), and the principal. In accordance with Chapter 269 Section 10 of Massachusetts General Laws, appropriate authorities will be notified of all illegal weapons confiscated.

The use of matches or lighters on school property may result in suspension. The principal will notify parents/guardians immediately. An incendiary device will be confiscated and returned only at the request of the parents/guardians.

The making, possession and/or lighting of any incendiary device that includes but is not limited to, firecrackers and smoke bombs may result in suspension. The principal will notify parents/guardians immediately.

Harvard Public Schools Discrimination/Harassment Policy

Non-Discrimination Statement

The Harvard Public School District is committed to ensuring equal educational opportunities for all students and does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, disability, gender identity, or homelessness. The Harvard Public Schools are in compliance with state and federal laws prohibiting discrimination and harassment. The Title IX Coordinator and Director Pupil Services is Michelle DellaValle, who can be reached at (978) 456-4143 or mdellavalle@psharvard.org.

All students regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the Harvard Public Schools.

Preamble

This policy has been developed to ensure that the educational opportunities of all students, and the employment conditions of all employees, are not threatened or limited by such discrimination and/or harassment, and to ensure that individuals are free to work, learn, and develop relationships without fear of intimidation, humiliation, or degradation.

It shall be a violation of this policy for any employee or student of the Harvard Public Schools, or any other person having business with the Harvard Public Schools, to discriminate against and/or harass another employee, adult member of the school community, student, applicant for employment, or other person having business to conduct with the Harvard Public Schools, as defined below.

Unlawful and Prohibited Conduct

General

Unlawful and prohibited conduct includes, but is not limited to, unwelcome actions which are related to a person's sex, gender identity, race, color, national origin, ancestry, religion, age, disability, or sexual orientation. Discrimination or harassment based on a person's sex, gender identity, race, color, national origin, ancestry, religion, age, disability, or sexual orientation consists of conduct that:

- Has the purpose or effect of creating an intimidating, hostile, humiliating, or offensive work or education environment.
- Has the purpose or effect of substantially or unreasonably interfering with a person's work or academic performance.
- Or otherwise adversely affects a person's academic standing or employment opportunities.

Sexual/Gender Discrimination/Harassment

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Committee will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

Unlawful and prohibited conduct, consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct, or communication of a sexual nature when:

- Submission to, or rejection of, such conduct or communication is made explicitly or implicitly a term or condition of employment, education, or academic achievement.
- Submission to, or rejection of, such behavior is used as a basis for employment or academic decisions.
- Such behavior unreasonably interferes with an individual's work or academic performance, or creates an intimidating, hostile, humiliating, or offensive work or educational environment.

Examples of prohibited behaviors under this policy shall include, but not be limited to, the following examples:

Verbal Conduct

Use of negative or offensive racial, ethnic, religious or sexual slurs or epithets, name calling, teasing, jokes, or other derogatory or dehumanizing remarks by an individual or group, as in verbal bullying, when it is based on an individual's sex, gender identity, race, religion, ancestry, national origin, age, disability, sexual orientation, or any other class or characteristic protected by law.

Physical Contact

This applies to unwelcome touching of a person or person's clothing in a sexual or suggestive manner, or any other act of physical intimidation or bullying.

Written Conduct

Use of symbols, notes, cartoons, calendars, graffiti, offensive or graphic posters, pictures, book covers, drawings, computer terminal messages - including internet and email of a threat, harassment, or pornographic nature - or designs on clothing meant to offend another on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age, disability, or other identifying characteristic.

Visual Conduct

Unwelcome visual conduct includes suggestive looks, leering, or gesturing of a suggestive nature.

Electronic conduct

Additionally, sexual harassment can involve unwelcome sexual advances through email, text messages or images (pictures, illustrations, use of “emoji” or symbols), unwelcome sexual comments, jokes, or other use of language.

Retaliation

Retaliation includes behavior with the intention to control another individual's scholastic achievement or employment status; as in acts taken against any individual for opposing acts of discrimination or harassment, or for filing a complaint or participating in an investigation.

Responsibilities

Students, teachers, administrators, and all other school personnel of the Harvard Public School District are responsible for conducting themselves in a manner consistent with the spirit and intent of this policy.

The District will:

- Develop a method of discussing this policy with students and employees.
- Provide appropriate training to administrators and others who are assigned the responsibility to implement the procedures of this policy.
- Provide annual civil rights training for employees.
- See that this policy is reviewed by the Superintendent's Office, at least annually, for compliance with State and Federal laws.
- Send an updated Title IX advisory to all parents/guardians and employees by October 1st of each school year.

Principals and supervisors are responsible for ensuring that this policy is conspicuously posted in each school

building and is printed in each school student handbook. The posting shall include the name, mailing address, and telephone number of each school's Equity Coordinator as well as the name, address, and telephone number of the Title VI / Title IX Central Office Administrator.

The response to and resolution of complaints will be guided by the following goals:

- Focus on education and changing behavior rather than simply punishing the offender.
- Engage students and staff in dialogue so that they understand the impact of behavior and attitudes.
- Maintain the confidentiality to the maximum extent feasible of victims, offenders, witnesses and others who report discrimination and/or harassment or participate in the investigation of complaints.
- Protect the complainant, witnesses, and others who report discrimination and/or harassment or participate in the investigation of complaints from retaliation.
- Ensure prompt and thorough attention to all complaints.

Reporting and Investigation Procedures

Reporting

Any complaints relative to Section 504 should be referred to Lynne Dumais, Counselor, Hildreth Elementary School, 27 Massachusetts Avenue, Harvard, MA, 01451, 978- 456-4144 ext. 232. Any person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the Individuals with Disabilities Education Act, may use the procedure outlined in the Massachusetts Department of Education Parents' Notice of Procedural Safeguards Brochure rather than this Grievance Procedure. A copy of the brochure is available from the Director of Pupil Services, Michelle DellaValle 27A Massachusetts Avenue, Harvard, MA, 01451, 978-456-4143.

A person with a complaint involving a disability other than that described above may either use this Grievance Procedure or file the complaint with the United States Department of Education at the address provided at the end of the Grievance Procedure.

Any person who believes that a student, teacher, administrator or other school or non-school personnel has engaged in conduct prohibited by this policy, whether such conduct has been directed at him/her or some other person should report the alleged prohibited conduct immediately to the equity coordinator of the building or the principal of the building where the discrimination and/or harassment was alleged to have occurred. Upon receipt of a report, the equity coordinator or principal must notify the superintendent within twenty-four (24) hours. A student may report an incident of discrimination and/or harassment to any trusted adult who in turn shall notify the equity coordinator and/or the principal.

If the complaint involves a school department administrator, the complaint will be filed directly with the Title IX Central Office Administrator. If the complaint involves the Title IX Central Office Administrator, the complaint will be filed directly with the Superintendent. If the complaint involves the Superintendent, the

complaint will be filed directly with the Harvard School Committee. In these situations, the Equity Coordinator will be replaced in the grievance procedure by the Title IX Central Office Administrator for cases involving a school department administrator, by the Superintendent in complaints against the Title IX Central Office Administrator and by the School Committee in complaints against the Superintendent of Schools.

Contents of Complaints and Timelines for Filing

Equity coordinators will be available to discuss any concern a student, parent/guardian, or employee may have. They will facilitate the complaint process for colleagues and function as a "first level" investigator for student complaints.

Complaints under this Grievance Procedure should be filed within thirty (30) school days of the alleged discrimination and/or harassment. The equity coordinator or any person of the complainant's choosing may assist the complainant with filing the complaint. The written complaint should include the following information:

- The name and school (or address and telephone number if not a student or employee) of the complainant.
- The name (and address and telephone number if not a student or employee) of the complainant's representative, if any.
- The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
- A description, in as much detail as possible, of the alleged discrimination or harassment.
- The date(s) of the alleged discrimination or harassment.
- The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
- A description, in as much detail as possible, of how the complainant wants the complaint to be resolved.

The equity coordinator may decide to proceed with an investigation even if the complainant decides not to file a formal complaint. In that situation, the Equity Coordinator will complete the complaint form.

Investigation and Resolution of Complaint

Respondents will be informed of the charges as soon as the equity coordinator deems appropriate based upon the nature of the allegations, the investigation required and the contemplated action. The Equity Coordinator will interview witnesses whom they deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the equity coordinator will meet with the complainant and/or their representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the complainant and/or representative, the equity coordinator will provide written

disposition of the complaint to the complainant and/or their representative and to the respondent(s).

In addition, interim steps will be taken to protect the complainant, students and employees and to prevent the possible continuation of the alleged conduct during informal and formal investigations. Matters will be kept confidential to the extent possible and to the extent permitted by law, involving as few people as possible.

Appeals

If the complainant is not satisfied with the disposition of the equity coordinator, they may submit a written request for review to the Superintendent of Schools and/or their designee within fifteen (15) school days of the issuance of the equity coordinator's written response. The superintendent of schools and/or their designee will issue a written response to the complainant within ten (10) school days of receiving the appeal. The superintendent reserves the right to extend the seven (7) day response period where business needs so require, upon notice to the parties.

At the completion of an investigation and the appeal process, the complainant will be informed in writing that the alleged harassment was substantiated or not substantiated.

Corrective Action

Upon completion of an investigation and substantiation of the complaint, the school district will take appropriate corrective action. Such action may include, but is not limited to, an apology, direction to stop the offensive behavior, counseling, training, or remediation. In a case involving a complaint against the superintendent, the Harvard School Committee will take such action as appropriate based on the results of the investigation. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Massachusetts and Federal laws, Student Handbooks and School District policies.

Any student or staff member of the Harvard Public Schools who is found to be in violation of this discrimination/harassment policy is subject to appropriate disciplinary action, up to and including warning, suspension, exclusion, expulsion, transfer or discharge.

If a student's discriminatory and/or harassing conduct so warrants, disciplinary procedures, exercised by the principal, will be instituted in accordance with the student handbook and the policy of the Harvard Public Schools. An incident report to the Juvenile Police Officer of the Harvard Police Department will be filed.

Retaliation

The School Administration will discipline or take appropriate action against any student, teacher, administrator, or school personnel who retaliates in any form against a person who makes a complaint or reports or participates in an investigation of a complaint under this policy. Acts of retaliation may result in immediate disciplinary action, up to and including expulsion or dismissal, even if underlying discrimination and/or

harassment is not proven. Retaliation is an independent, prohibited and unlawful act.

Implementation

The Superintendent will be responsible for implementation of this policy.

Other Legal Remedies

An employee, student, or parent/guardian acting for a student may file a complaint with the following agencies:

U.S. Equal Employment Opportunity Commission (Boston Area)
J.F. Kennedy Federal Building, Room 475 Government Center
Boston, MA 02203
Telephone: 617-565-3200

Massachusetts Commission Against Discrimination Boston Office:
One Ashburton Place, Room 601 Boston, MA 02108
Telephone: 617-727-3990

Office for Civil Rights of the
United States Department of Education 33 Arch Street
Ninth Floor Boston, MA 02110
Telephone: 617-289-0150

Attorney General's Office Civil Rights Division
Office of the Attorney General One Ashburton Place
Boston, MA 02108
Telephone: 617-727-2200

Worcester County District Attorney's Office Court House
Worcester, MA 01608
Telephone: 508-755-8601

HARVARD PUBLIC SCHOOLS:

Section 504 Coordinator

Lynne Dumais, Counselor, Hildreth Elementary School, 27 Massachusetts Avenue, Harvard, MA, 01451,
978-456-4144..

Title VI and Title IX Central Office Administrator

Michelle DellaValle , Director of Pupil Services, Harvard Public Schools, 27 Massachusetts Avenue, Harvard, MA, 01451, 978-456-4143.

Superintendent of Schools

Dr. Linda Dwight, Harvard Public Schools, 27A Massachusetts Avenue, Harvard, MA, 01451, 978-456-4140.

HARVARD PUBLIC SCHOOLS COMPLAINT REPORT FORM

Complaints must be filed within 30 school days of the alleged discrimination/harassment. Any person of the complainant's choosing may assist the complainant with filing the complaint. Please fill in the following information and return to Dr. Marie Harrington at 27A Massachusetts Ave, Harvard, MA 01451:

Name and school (or address and telephone number, if not a student or employee) of the complainant.

Name (and address and telephone number if not a student or employee) of the complainant's representative, if any.

Name of the person(s) alleged to have caused the discrimination and/or harassment (respondent).

Please provide a description, in as much detail as possible, of the alleged discrimination and/or harassment. (add another page if necessary)

Date(s) of the alleged discrimination or harassment.

Name of all persons who have knowledge about the alleged discrimination and/or harassment (witnesses), as can be reasonably determined.

Signature of complainant

Date

___/___/___

ANONYMOUS REPORTING FORM FOR ALLEGED ACT OF BULLYING

Date of Report: _____

Name of targeted student:

Name of the alleged aggressor: Students Involved/Witnessing Incident/s:

Where Incident Occurred:

Description of What Occurred:

Administrative Section

Report Reviewed by: _____

Date Reviewed:

Determination:

BULLYING

Other:

Reminder to Administrator: Fill Out Administrative Tracking Sheet

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

Name of Reporter/Person Filing the Report: _____ (Note: Reports may be made anonymously, but no disciplinary action will be taken against the alleged aggressor solely on the basis of an anonymous report.)

Check whether you are: Target of the behavior_Reporter (not the target) ___

Indicate if you are a: Student ___ Staff member (specify role) _

Parent/Guardian_____Administrator_____Other (specify)

Your contact information/telephone number: _____

_____ If you are a student do you attend
HES _____ Bromfield _____ Grade _____

Information about the Incident:

Name of target:

Name of Aggressor (person who engaged in the behavior):

Date/s of incidents:

Time when incidents occurred: Location of Incident(s) (Be as specific as possible): _____

Witnesses (List people who saw the incident or have information about it):

Name _____ student ___ staff ___ other ___ Name _____
student _____ staff ___ other ___ Name ___ student _____
staff _____ other ___

Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used) Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

Signature of Person Filing this Report _____ Date _____

Form Given to: _____ Position: _____ Date _____

Determination:

BULLYING ___ Other: _____

CONFIDENTIALITY AGREEMENT FOR VOLUNTEERS

Your service as a classroom volunteer is deeply appreciated. Volunteers augment educational opportunities for children and help teachers provide individually appropriate attention. Children learn at different rates, and it is expected that there will be a range in each classroom. As a volunteer, you will come to know the strengths and needs of the children you assist. Moreover, since children are disclosing with trusted adults, you may learn about their families and other aspects of their lives. In order to maintain the privacy of children and families, classroom volunteers must abide by confidentiality. Before beginning services as a volunteer, please acknowledge your intent to fulfill this responsibility by endorsing the statement below.

We value your contribution and hope that you will derive a measure of personal satisfaction from your experience at Hildreth Elementary School.

As a volunteer at Hildreth Elementary School, I will abide by confidentiality and never discuss my observations and knowledge of the children with others.

If I have questions or concerns about a child, I will immediately inform the child's classroom teacher.

Signature of Volunteer

Date

PLEASE SUBMIT THIS FORM TO THE TEACHER WITH WHOM YOU ARE VOLUNTEERING.

5/26/15

HARVARD PUBLIC SCHOOLS

www.psharvard.org

39 Massachusetts Avenue • Harvard, Massachusetts • 01451
(978) 456-4140 • FAX (978) 456-8592

Linda G. Dwight
Superintendent

SUBJECT INFORMATION:

Last Name First Name Middle Name Suffix

Maiden Name (or other name(s) by which you have been known)

Date of Birth Place of Birth

Last Six Digits of Your Social Security Number: _____ - _____

Sex: ____ Height: ____ ft. ____ in. Eye Color: _____ Race: _____

Driver's License or ID Number: _____ State of Issue: _____

Mother's Full Maiden Name Father's Full Name

Current and Former Addresses:

Street Number & Name City/Town State Zip

Street Number & Name City/Town State Zip

The above information was verified by reviewing the following form of government issued identification:

VERIFIED BY: _____
Name of Verifying Employee (Please Print)

Signature of Verifying Employee

*****PLEASE PROVIDE A COPY OF YOUR DRIVER'S LICENSE WITH THIS FORM*****

NONDISCRIMINATION

Harvard PUBLIC SCHOOLS

www.psharvard.org

27 Massachusetts Avenue • Harvard, Massachusetts •
01451
(978) 456-4140 • FAX (978) 456-8592

Linda G. Dwight, Ed.D.
Superintendent

Non-Discrimination Statement

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Furthermore, the Harvard Public Schools' policy includes prohibitions of harassment of students and employee, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination. Inquiries, concerns or complaints regarding Chapter 622, Title IX, Title VI and Section 504 compliance may be directed to Michelle DellaValle the Title IX, Title VI, and/or Section 504 Coordinator or to Principal Rebecca Katsh-Singer at Hildreth Elementary School, 27 Massachusetts Avenue, Harvard, Massachusetts, 01451, (978)456-4152 or the Director of the Office of Civil Rights, Department of Education, Washington, D.C.

All students regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or linguistic differences, have equal access to a free and appropriate public education and the full range of any occupational/vocational education programs offered by the Harvard Public Schools.

The district compliance coordinator is:

Michelle DellaValle
Director of Pupil Services
Harvard Public Schools
27A Massachusetts Ave
Harvard, MA 01451
mdellavalle@psharvard.org
(978) 456-4143

CONFIDENTIALITY OF STUDENT RECORDS

Harvard PUBLIC SCHOOLS

www.psharvard.org

27 Massachusetts Avenue • Harvard, Massachusetts •
01451
(978) 456-4140 • FAX (978) 456-8592

Linda G. Dwight, Ed.D.
Superintendent

Michelle, DelaValle, M.Ed., CAGS
Director of Pupil Services

CR 26A Confidentiality of Students Records

All student records are kept under lock and key to prevent any unauthorized access. Record access including copying and transfer of confidential records, with the exception of authorized personnel, requires written permission from the parent or legal guardian until the student can access them under the student record regulations law. A log of access is kept as part of each student record.