
Hildreth Elementary School

Student-Parent Handbook
2011-2012

The Harvard School Committee, 2011-12

Keith Cheveralls, 772-1820
Piali De, 456-8577
SusanMary Redinger, 456-3510
Patricia Wenger, 456-9075
Kirsten Wright, 456-8003

Hildreth Elementary School Council, 2011-12

Linda Dwight, Principal, Co-Chair
Faculty Members
Rob Cullinane, Barbi Kelley, Arlene Sullivan, Sangita Marya
Parent Members
Deb Barton, Co-Chair, Mary Traphagen, Co-Chair
Jamie Allard, Sara Connolly, Martha Guerrero
Community Members
Carlene Philips, Debbi Ricci

Mission Statement of the Harvard Public Schools

The Harvard Public Schools are dedicated to giving every student the opportunity and means to acquire essential and applicable knowledge in the content areas, and command of the critical reasoning and higher order thinking skills requisite for problem-solving, research and continuous learning. Complementary to its focus on students as learners, the schools are committed to helping students develop the interpersonal skills necessary for working effectively and cooperatively with others and becoming responsible school, community and world citizens. In support of the realization of this mission, the schools will embody the community's standards and expectations.

Hildreth Elementary School 2011-2012 Student-Parent Handbook

Hildreth Elementary School
27 Massachusetts Avenue
Harvard, MA 01451

Main Office: 978-456-4144
Fax: 978-456-4146
www.psharvard.org

Interim Superintendent
Dr. Joseph Connelly

Principal
Dr. Linda Dwight

Associate Principal
Ms. Gretchen Henry

Director of Special Education
Ms. Pamela DeGregorio

Front Office
Mrs. Lorelei Galeski
Mrs. Claudia McKenna



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

Hildreth Elementary School Staff

Principal

Dwight, Linda

Associate Principal

Henry, Gretchen

Curriculum Coordinators

Bassage, Amy - Soc Studies

Henry, Gretchen – Math

Kittredge, Kathy - Science

Moore, Judy - Science

Pre-Kindergarten

Foreman, Michelle

Newbould, Erin

Kindergarten

Gould, Barbara Ann

Hansen, Cynthia

Newbould, Erin

Niland, Melissa

Grade 1

Carroll, Debbie

Chapman, Pam

Hopkins, Lisa

Lazaro, Kristina

Grade 2

Ayles, Dawn Marie

Crittendon, Lauren

Normandin, Carrie

Snell, Chris

Grade 3

Cheveralls, Maryann

Cullinane, Rob

Moore, Judy

Sullivan, Arlene

Grade 4

Hurley, Karen

Kittredge, Kathy

Piche, Donna

Wilkinson, Tammy

Grade 5

Accorsi, Joan

Ambrosino, Cynthia

Marya, Sangita

Monette, Terry

Specialists

Cregan, Mary Elizabeth

Gilfix, David

Harris, Cynthia

Kelley, Barbi

School Nurse

Veno, Susan

Guidance Counselor

Reale, Christine

Director of Literacy

Bragg, Margaret –(K-8)

Literacy Coach

Keith, Reenie

Special Educators

Bassage, Amy

Bussolari, Jamie

Demkoski, Linda

Donnellan, Kathleen, Dir.

Egan, Elizabeth

Gamage, Kirsti

Kranz, Elisabeth

Monsen, Carly

Ramirez, Victoria

McNerney, Gretchen

Route, Tammy

Schemel, Ruth

ELL Tutors

Bragg, Jocelyn

Hartono, Kristy

Tutors

Reading: Barnes, Amy

Burns, Christina

Math: Pollock, Nancy

Steeves, Cindy, Walker, Deb

Learning Assistants

Baranowski, Jen
Delaney, Amanda
Grogan, Margaret
Igo, Susan
Khurana, Marisa
Kimball, Kathy
Kligerman, Shellye
Long, Renee
Mrakovich, Sharon
Parda, Dale
Redford, Annie
Robichaud, Lisa

Kindergarten/Pre-Kindergarten Aides

Desjardins, Loren
Dickason, Jean
Edmonds, Carrie
Farnsworth, Lori
Kelley, Alex
Mendell, Diane
Nurmi, Janice
Riddle, Carol
Rivera, Deb
Woodsum, Janet

Copy Room Aide

Margie Hadorn

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Philosophy of the Harvard Public Schools

The Harvard Public Schools are dedicated to giving every student the opportunity and means to acquire essential and applicable knowledge in the content areas, and command of the critical reasoning and higher order thinking skills requisite for problem-solving, research, and continuous learning. Complementary to its focus on students as learners, the schools are committed to helping students develop the interpersonal skills necessary for working effectively and cooperatively with others, and to become responsible school, community, and world citizens. In support of the realization of this mission, the schools will embody the community's standards and expectations.

Hildreth Elementary School Core Values

During their years at the Hildreth Elementary School, students will:

- Learn to approach problems through many perspectives and strategies, seeing the value of taking risks and making mistakes.
- Gain respect for people's individual differences, valuing the contribution of each person.
- Learn that they are responsible for the choices they make because their actions have an impact on others, themselves, and the environment.
- Learn to initiate and participate actively in their own learning, both in and out of school.

SCHOOL OPERATIONS

Elementary School Daily Schedule (Monday through Friday)

Doors open at 8:30 a.m.

Normal school hours:

Full Day Kindergarten, Grades 1 to 5 – 8:50 a.m. to 3:08 p.m.

Half Day Kindergarten – 11:45 a.m. to 3:08 p.m.

Preschool 9:00 a.m. to 11 a.m. or 9:00 a.m. to 1:00 p.m.

*Please note that school ends at 3:08 p.m.; it takes approximately 10-15 minutes to dismiss all students from the building after school ends.

The office at the 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.

Morning Arrivals

The elementary school is open to students at 8:30 a.m. on school days. Students should not be in the building earlier unless attending the Bridges 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 so children are discouraged from being on school grounds at these times. We are concerned about the safety of unsupervised children and request your cooperation.

Preschool - Grade 5 Student Arrival at HES

Preschool Drop-Off:

- Supervised parent drop-off takes place from 9:00 a.m. to 9:10 a.m.
- Please drive into the circle at the back of the building from the Massachusetts Ave. entrance to Fairbanks Street and continue out on Fairbanks Street in the same direction.
- A pre-school staff member will check the child in on the attendance sheet and take the child into the building.
- Please do not park unless you are scheduled to volunteer.

Afternoon Kindergarten Drop-Off

Afternoon Kindergarten drop-off will occur at the back of the school. The bus will drop children off in the back of the school at 11:45 a.m. Parents who are driving their children to school may drop their children off in the back of the school at 11:45 a.m. Please enter Fairbanks Street from Massachusetts Avenue and continue out on Fairbanks Street in the same direction.

K-5 Drop-Off:

Supervised parent drop-off will take place in the **back and front** of the school from 8:30 – 8:48 a.m. Children need to be in their classrooms by 8:50; after that time they are considered to be tardy. Parents of students in grades 1-5 may drop off their child/children at either location; however, all kindergarten students **must** be dropped off in the back of the school. Due to lack of supervision, students may not go into classrooms before 8:40 a.m., so they will remain in the lobby until that time. A fee-based extended-day program, *Bridges*, is available if you need to drop off your child before this time.

Back of school traffic should enter the back parking lot through the Massachusetts Avenue entrance to Fairbanks Street. The Fairbanks Street entrance (Town Common side) will be closed to incoming traffic

from 8:30 to 9:00 each morning. Cars will exit the parking lot by the Fairbanks (Town Common side) exit.

Front of school traffic should enter the one-way circle at the front of the school; pulling into the entrance closest to Pond Street and exiting out the side closer to the Town Common.

Morning greeters will be available at both drop-off locations and will signal cars into an identified drop-off area. **Please do not drop off your child before directed to do so by the morning greeters.**

Please do not pass any of the cars dropping off children unless signaled by the morning greeters.

Buses:

Buses will be dropping students off at the North Entrance (side door by the swings and gym). All bus students will enter through this location.

Walkers:

Walkers, being careful to use both sidewalks and crosswalks, should enter either through the front or kindergarten wing entrances only.

Dismissal Procedures

Students must present a note signed by a parent or guardian if there is to be a change in their usual dismissal procedure. Without a signed note, teachers **will not** honor special requests made at dismissal time.

Other than in extreme cases, parents are discouraged from phoning in messages to the office regarding changes in dismissal plans. Parents should not rely on the office staff to verify students' afterschool plans or changes in transportation. Changes made during the day, particularly after 2:30 p.m. cause confusion for students and teachers and make it difficult to ensure a safe, orderly dismissal.

Preschool – Grade 5 Student Dismissal at HES

Preschool Dismissal:

- Preschool parent pick-up takes place from 11:30 a.m. to 11:40 a.m. and from 1:00 p.m. to 1:10 p.m. each day.
- Parents should pull directly into the back circle during this designated time. Parents should stay in their cars, and their children will be brought directly to them.

K-5 Parent Pick-Up:

- Supervised parent pick-up will take place in the **back and front** of the school from **3:08 p.m. – 3:20 p.m.**
- *Parents who are picking up any students in grades K-1 should use the back pick-up location.* If the K-1 student has any siblings in

grades 2-5 that also need to be picked up, those grades 2-5 siblings should be directed to go to the back pick-up location as well. As in the morning, parents should enter Fairbanks Street from the Massachusetts Avenue entrance and exit out Fairbanks Street towards the Town Common.

- Parents who are picking up only students in grades 2-5 should use the front pick-up location.
- Teacher monitors will supervise the loading of cars; please follow their direction during pick-up. Parents must 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.

Walkers:

- Students in grades 3-5 will be released after the buses have departed through the back door in the gym.
- Students in K-2 will need to be picked up outside the rear gym door by an adult or an older sibling (grades 3-5). Written permission from the parent to release their child to a sibling is required.

Extended Day Program:

Students will be released directly to the Bridges' 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 1:13 p.m. Half day dismissals are at 12:05 p.m. They are noted on the system-wide calendar on our website: psharvard.org. There are also full-day professional development days for teachers noted on the calendar.

Early Release days for Preschool and AFTERNOON kindergarten is handled differently:

- First half of the year
 - Preschool will attend school on Early Release days
 - Afternoon kindergarten will **not** attend school
- Second half of the year
 - Afternoon kindergarten will attend school on Early Release days arriving in the morning and following the morning arrival procedures.
 - Preschool will **not** attend school

School Closing/Delayed Opening Procedures

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 his 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 teachers.
- The superintendent will contact the radio and television stations.
- We will follow a **90 minute 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 **90 minute** opening is used, students will be dismissed at the normal dismissal time. P.M. kindergarten classes will be held at the same time as on regular school days. Preschool will not attend school on these days.
- The approximate school day schedule on delayed opening days will be as follows:
 - 8:30 a.m. Buses begin picking up Bromfield students.
 - 9:15 a.m. School starts at The Bromfield School.
 - 9:30 a.m. Buses begin picking up Elementary School students.
 - 10:20 a.m. School starts at the 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 3:08 p.m. dismissal.

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

<u>Radio</u>		<u>Television</u>
WBZ,	Radio 1030 AM, Boston	WBZ, TV 4, Boston
WBMX,	Radio 98.5 FM, Boston	WCVB, TV 5, Boston
WRKO,	Radio 680 AM, Boston	WHDH, TV 7, Boston
WEIM,	Radio 1280 AM, Fitchburg	Cable TV 16, Harvard
WSRS,	Radio 96.1 FM, Worcester	
WTAG,	Radio 580 AM, Worcester	

A Connect-Ed call will be made to all families between 5:45 a.m. and 6:00 a.m. to inform them of school cancellation or delay.

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 elementary school students being dismissed some 50 minutes later.

Parental Early Dismissal from School

Parents who wish to have children dismissed from school early MUST send a note to the classroom teacher to that effect. DISMISSALS ARE MADE ONLY FROM THE OFFICE WHERE CHILDREN MUST BE SIGNED OUT. The teachers may not release children directly to the parent or to any adult for any reason. If you are giving permission for your child to be picked up by someone other than his/her parents, please identify that person specifically.

Bus Route Procedures

Parents are notified in the superintendent’s August newsletter which bus route serves their particular neighborhood. If parents have questions about any particular route, they may call the bus contractor, Gokey and Quinn, at 978-772-0552. 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 near as practically possible to their homes.

When getting off the bus in the morning, all students enter school through the 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 the elementary school. The office will call you, and the child will remain at the school until picked up. Call both the school (456-4144) and Gokey and Quinn (772-0552) if your child does not arrive home at the usual time. We will take the necessary follow-up action.

The HES bus routes have been designed to maximize the capacity of the buses without overcrowding. As a result, students may only ride their assigned bus. Parents will need to arrange transportation for their children to appointments or occasions after school that are not on their assigned route.

Bicycle Safety

Children riding their bikes to school must wear helmets on school property. While the buses are loading or unloading, bike riders must walk their bikes. After school, riders should walk to the crosswalk before mounting their bikes. During school hours bikes should be locked at all times 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.

Illness

When your child is ill, PLEASE CALL THE SCHOOL ANSWERING SERVICE BETWEEN 6:00 and 8:30 a.m. at 456-4144 to tell the school office NOT TO EXPECT YOUR CHILD THAT DAY.

Please keep your child home from school if he or she exhibits any of the following symptoms:

- fever
- rash
- persistent cough
- conjunctivitis
- vomiting

If you are unsure about the length of time to keep your child at home, check with the school nurse. Students diagnosed with Strep Throat may not return to school until 24 hours after antibiotic treatment begins.

If you forget to inform the office that your child will be absent, our school office staff will call your home between 9:00 and 10:00 a.m. If you need to call the school office before 9:00 a.m. on other school matters, please call 456-4144.

Tardiness

Punctuality is a life skill that staff members feel is important. *Students who arrive at school after 8:50 a.m. are considered to be tardy, which interferes with a smooth beginning to the school day.* Both parents and students should bear in mind that prompt attendance is a simple way of assuming a responsibility that we are all required to meet. Without parental cooperation in this matter, the school is unable to act effectively in the best interest of students.

In circumstances where tardiness cannot be avoided, please call the school answering service at (978) 456-4144 to inform the school office that your child will be late.

Vacations and Extended Absences

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. We ask that parents 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.

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.

Snacks

Children are encouraged to bring snacks to school, to be eaten at a time that fits their schedules. Teachers request nutritious snacks to reinforce science units centered on developing good eating habits. Carrot sticks, raisins, celery, crackers, cheese, fruit, yogurt, etc. are some examples of nutritious snacks. **All classrooms are now tree nut and peanut free.** Please do not bring in any nut products for classrooms snacks. Nut products are to be eaten ONLY in the cafeteria away from our allergy table.

Birthday Celebrations

Please celebrate your child's birthday in a way that does not include food items in school. You are welcome to join your child for

lunch here at school or provide an inexpensive, non-food item for them to share with their classmates. Items might include pencils, stickers, erasers, or another school supply. Also, purchasing a book for the library is another way to honor them. We will have honorary book plates to put inside the book that will let others know that the book was donated for your child's birthday.

School Lunch (Grades K to 5)

Lunch is available for \$2.00 (\$2.50 for super-size Monday-Thursday, \$3.00 on Fridays) and includes milk, vegetable, and fruit. Milk purchased separately is 50 cents. All lunches must be ordered a day in advance. Daily choices at HES include a hot entrée, deli shop with made-to-order sandwiches (M-Th), full 22-item salad bar (M-Th), and PB & J. Snack food is not sold at HES, but cookies may be purchased every Tuesday for \$1.00 per pack, and ice cream novelties may be purchased every Friday for \$1.00. Lunch menus are listed in the weekly bulletin posted at the HES website, weekly in the *Harvard Press*, and sent home monthly.

The cafeteria does not loan money to children. Students who lose or forget their lunch money may borrow lunch money from the cafeteria manager, Diane Kerwin. This money is expected to be paid back the next day.

Lunches may be purchased in cash or with lunch tickets. They are sold in strips of 5 for \$10.00 and may be obtained at the cafeteria every morning between 8:30 – 9:00 a.m. Checks should be made to *Hildreth School Lunch Program*. For your convenience parents may mail a check to the cafeteria manager, Diane Kerwin, at HES, and tickets will be sent to your home. Please remember that students are responsible for their own tickets with the exception of the full day kindergartners and first graders. Cafeteria staff will keep and process their tickets as they go through the line. Note that lunch tickets are to be used for the purchase of a lunch only. Please write your child's name on the back of each lunch ticket (or use an address label) in case the tickets are lost.

Aides will assist children with lunch issues and maintain order in the lunchroom and, at recess, staff the cafeteria and playground during all lunch periods. 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. 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 of a child with LTA choose not to have their child sit at this table, they will need to sign a release indicating that they have been informed of this option and 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 LTA's during a particular lunch period, the "Allergy Aware Table" will remain free.
5. The table will be washed with soap and water at the beginning of the lunch periods each day. The table will be wiped down with a cleaner after each lunch period.
6. The same table should be used every day and will be marked as the "Allergy Aware Table".

Student Dress

Student clothing worn to school is a matter for each family to determine guided by what is safe, warm, and in good taste. Students in grades Preschool-5 may wear appropriate attire that is comfortable, including shorts in warm weather. SNEAKERS or TENNIS SHOES are required on days that physical education classes are held. Students may change shoes before and after physical activity periods. Hats are not to be worn in school.

During the winter, parents are advised that children need to be dressed to go outdoors at recess. Children will not be allowed to stay in from recess because of inadequate clothing. In winter, children are encouraged to bring in jackets, snow pants, hats, mittens, and boots. This allows them to play in the snow without getting wet. Students who do not have boots or waterproof footwear will be restricted to the paved surfaces.

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 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 it is labeled.

Personal Property

Students are asked not to bring large sums of money or other valuable possessions to school. This includes trading cards, Game Boys, portable CD players, 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. iTouch, iPads, cell phones and similar electronic devices that are able to access the internet are not allowed at Hildreth Elementary School.

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, the cell phones must be turned off and remain in a student's backpack. If a parent needs to get a message to his/her child during the school day, they can contact the office. If a student at HES is found to have his/her cell phone out, without specific permission from an adult, or if a student is found to have an 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

Before-and after-school activities are available many days of the week through Community Education. **Bridges** is a before- and after-school program for students in grades K-5 who need child care for longer than the school day. **Spectrum** includes 6-week enrichment courses offered in the fall, winter, and summer, and **Global Child** offers a variety of language lessons for students in grades K-5. Please call 978-456-4142 or 978-456-4118 to contact the Community Education Office.

Fire/Evacuation Drills

Fire drills are held periodically 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 each fall and spring under the direction of teachers and school bus drivers.

STUDENT BEHAVIOR

Playground Rules

Include all children who want to play
Avoid any Dangerous and Destructive behavior

Guidelines

Play Structure

- Keep mulch and sand in its place
- Do not throw things off the climbing tower
- Use the slide stairs, not the outside of the tube
- Go feet first down the slides
- Slide one at a time
- Sit on the wave seesaw
- Do not stand at the top of the blue climbing circle

Swings

- Only back and forward motion on swings
- Stop the swing before getting off

Fields

- Use the soccer net for their intended purpose
- Play games that do not involve pushing or tackling
- Play cooperative games, avoid hitting someone with a ball

Boundaries

Areas Off Limits:

- Back and front parking lots
- Baseball diamond near Mass. Ave.
- Hill outside kindergarten classrooms
- Shed and trailer area outside of cafeteria
- Coned areas set up for Physical Education classes
- Always ask permission to leave the playground
- Please tell adult if a ball is lost over the fence or rolls away

Equipment Care:

- Return recess equipment to the storage rack at end of recess
- Keep the playground area clean

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.

Double-D Behaviors

Students are taught to identify "Double D: *Dangerous and Destructive*" behaviors.

Dangerous behaviors are those that could cause someone to get hurt. These include, but are not limited to:

Fighting	Tripping
Hitting	Pushing
Kicking	Throwing Objects
Biting	

Destructive behaviors are those that could cause something to get broken, damaged, or destroyed. Hurtful words also fall into this category.

If students witness a "Double-D" behavior, they are taught to immediately tell a responsible adult.

"Dangerous and Destructive" behaviors will not be tolerated in any school-related setting/function including, but not limited to, bus transportation, field trips, and school events.

Threat of Violence

Our school also does not tolerate any form of *threat* of violence. 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 very 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 cyber bullying. The law now mandates reporting incidents of bullying to teachers and administrators. The school will promptly investigate the situation, work with parents and students, and will take appropriate action. See reporting forms in the appendix.

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 verbal harassment or abuse, subtle pressure for sexual activity, inappropriate patting or pinching, intentional brushing against a student's body, display of sexually explicit posters, demanding sexual favors, accompanied by implied or overt threats concerning an individual's educational status, demanding sexual favors accompanied by implied or overt promises of preferential treatment in regard to an individual's educational progress, and any unwelcome sexually motivated touching. Additional examples are offensive whistling or kissing sounds, talking about or calling attention to another gender or sexuality in a negative or embarrassing way, and spreading false rumors.

Please note the Harvard Public Schools' Discrimination/Harassment Policy in the Appendix

Inappropriate Language

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

Disciplinary Actions

For: Cheating/Violations of Academic Integrity

Any student known to have cheated will be subject to penalties consistent with reasonable rules concerning such conduct, including receiving a failing grade for the work.

In all cases, the parent (s) or guardian (s) will be notified about both the incident and the penalty imposed.

If the situation warrants, the administration, along with the student, parent(s), and teacher will formulate a specific plan for correcting the offensive behavior.

For: Double-D Behavior, Threats of Violence, Bullying, Sexual Harassment and Inappropriate Language

The consequences for the above behaviors typically involve, but are not limited to:

- The student meeting with the Guidance Counselor and/or Principal to understand and process the inappropriate behavior
- The student receiving a *Citizenship Report* that describes the student's inappropriate behavior and the consequences assigned to that behavior. The student is then responsible for bringing the *Citizenship Report* home to be reviewed and signed by a parent/guardian. The report needs to be returned to school the following day.
- The student completing a *Think About It* Sheet to further process the incident and to develop a personal plan for avoiding the behavior in the future.
- The student receiving a consequence that removes him/her from the setting where the behavior occurred for a period of time.

The school reserves the right to speak to any student to obtain information around the violation of school rules. Because of the need to protect all students' confidentiality, parents are not able to be part of these conversations.

The consequences for serious or repeated violations of the above behaviors may involve, but are not limited to:

- Parent conference to develop an action plan to address the student's inappropriate behavior
- Out-of-class Time-Out during which time the student will be provided with a quiet work space in the office area where they can work on class assignments provided by their teacher and/or guidance counselor. For those lasting more than half a day, parents/guardians will be contacted, if possible, and given the option of taking the student home.
- Suspension from school (see explanation below)

School Suspension

Serious violations of the school rules may result in temporary suspension from attending school for one to ten school days. The decision to suspend will be that of the Principal. The student's parents or guardians will be notified. When a student is suspended from attending school, it will be the responsibility of the student to make up all work missed. ***Suspension from attending school also prohibits the suspended student from attending all school activities during the time of the suspension, and the student is not allowed on school grounds during this time.***

Suspension Procedures/Due Process

- A student facing temporary (up to ten school days) suspension from Hildreth Elementary School will be given oral or written notice of the charges by the Principal, an explanation of the basis for the accusation(s), and an opportunity to present his or her version of the facts.
- Unless the student's continued presence in school endangers persons or property or threatens disruption of the academic process, this hearing will precede rather than follow the suspension.
- If immediate suspension is justified, the notice and hearing will follow as soon as practical. Notice will be given within twenty-four hours of the decision to suspend, and the hearing will be held within seventy-two hours of removal.
- In the case of disciplinary action that may lead to the suspension of a special education student, the Principal will communicate with

the Director of Special Education. A written log of suspensions will be maintained.

Discipline of Students on IEPs and 504s

The discipline of a student who has been identified as having special needs pursuant to the Individuals with Disabilities Education Act (IDEA 2004) is subject to the requirements of the student's Individualized Educational Program or 504 plan. If it becomes apparent that a student identified as having special needs, or referred for an evaluation through special education services, may be excluded from school for a total of ten days in any school year (including both in-school and out-of-school suspensions), that student's Special Education Team or 504 Team must be convened prior to removal beyond the ten days and the requirements of regulations followed. School districts may consider on a case-by-case basis any unique circumstances when determining whether to order a change in placement for a student on an IEP or 504 Plan who violates the code of student conduct. If upon review it is determined that the behavior is not a manifestation of the student's identified disability, then disciplinary procedures may be applied in the same manner as for non-disabled students, except that education services may not cease. Educational services that must be provided include services that enable the child to continue to participate in the general education curriculum and to progress toward meeting his or her IEP goals and a Functional Behavior Assessment to address the behavior so that it does not recur.

For extremely serious incidents, expulsion and/or legal action may be necessary.

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) of the offending student will be notified and a referral to legal authorities may be made, depending of 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. 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 Associate 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 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.

In addition to being responsible for following all school rules, students are also responsible for adhering to the following specific bus safety rules. These rules are in place in order to ensure the safety and comfort of all who ride on the bus:

Students should:

1. Follow the driver's instructions at all times.
2. Ride their assigned bus to and from the assigned stops.
3. Line up in single file to board the bus and always walk towards the bus.
4. Remain seated while the bus is in motion.
5. Keep hands, feet, head, and all objects out of the aisles and inside the bus.
6. Speak in a normal voice while riding. Students should not yell or make distracting sounds.
7. Refrain from eating and drinking on the bus.
8. Refrain from throwing any objects on or out of the bus.

If a student encounters an issue on the bus, the student or parent should contact the associate principal or school guidance counselor.

ACADEMIC PROGRAM

General Curriculum

The 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. Two of our Core Values guide our curriculum and pedagogy:

- Students will learn to approach problems through many perspectives and strategies, seeing the value of taking risks and making mistakes.
- Students will learn to initiate and participate actively in their own learning both in and out of school.

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 a pedagogy that supports children in exploring their own understanding 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 as well as engages students in “real” activities that help develop understanding. We aim to strengthen children’s skills at problem solving and critical thinking in all curriculum areas. We believe that a respectful learning community promotes the learning of all and works to develop skills for cooperative learning in all disciplines. Mistakes are viewed as a necessary component of all student growth and skill development.

Homework

Homework for students is designed to develop self-discipline, responsibility, and the ability to work independently. Homework should be each child’s responsibility, and parental participation should be at a minimum. Parents 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 studying.

Classroom teachers discuss grade level expectations for homework annually at Curriculum Night. Teachers are also available to answer parent questions about homework any time during the school year.

Elementary School Open House

The elementary school provides a Visiting Day for students from 2:00-3:00 p.m. prior to the first day of school. The purpose of the Open House is to invite students with their parents and families to meet the teachers and view the classrooms.

Elementary School Curriculum Night

In September or early October, parents 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 with the parents of their students. Notices are sent to parents detailing the actual dates and times.

Parent Teacher Conferences

On the evenings of Curriculum Night, parents register for parent-teacher conferences that are held Monday and Tuesday of Thanksgiving week, as well as the Wednesday of the following week. All three days are half days for our students. Parents 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 as defined by the HES Core Values.

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 (phone call, note, or one-to-one conversation) about student's adjustment to a new grade level.

2. Thanksgiving week – parent/teacher conference with sharing of work samples and student progress and performance.
3. Day before February vacation – written report card sent home.
4. First three early release days after February vacation – parent/teacher conference to follow up report card with sharing of work samples and option of student involvement.
5. Last day of school – written report card and work samples celebrating progress and performance.

Class Placement of Students/Classroom Ability Groupings

There are many factors that must be considered when planning student placements. Among these are academic strengths, reading skill levels, boy/girl ratios, social and emotional development of the various youngsters in the class, working habits, and teaching styles. Each classroom is well balanced and heterogeneously grouped where 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 diverse combination of academic abilities, instructional levels, and individual characteristics and potential in each classroom setting.

Each spring, the principal gives parents the opportunity to offer information they think might be useful in making an appropriate placement for their child. We are always happy to hear your opinions regarding the type of environment you feel is effective for your child. However, parents may not request specific teacher assignments for their child. We appreciate your cooperation in the area of class placements.

If, upon receipt of a child's class placement, parents feel there are extenuating circumstances why their child should not be placed in the assigned class, they may complete a Class Placement Change Request Form. This form will be kept on record and will be reviewed around the mid-August time frame. At this time adjustments may be made at the principal's discretion.

Preschool Program

The Harvard Public Schools' Integrated Preschool Program believes that each child is an individual with distinct abilities and needs. It 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 his/her maximum potential. For more details on this program, please visit the Integrated Preschool Program's website under the Departments section of the HES website at www.psharvard.org.

SCHOOL SERVICES

Guidance

Guidance services are provided for students to help them develop academically, personally, and socially. The guidance counselor gets to know the students through classroom and playground observations, through meetings with parents and teachers, by teaching classroom units, and by meeting with all new students. The counselor coordinates pre-school screening and achievement testing and is a member of the Special Needs Team.

School Psychologist

The school psychologist helps students who require special counseling, conducts specialized school testing, and consults with parents 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 person 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 (K-5). 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. Psychotropic and prescription drugs 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 are informed at Open House if their child's classroom is free of certain allergens. All classrooms are nut-free. A form is sent home that outlines the seriousness of allergies and asks

parents to sign acknowledging that they have received and agree to abide by the guidelines outlined in the letter. The classroom is 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 friends 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 is 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 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 April, an evening meeting is held for parents of pre-schoolers and includes information about the kindergarten program, a slide show about kindergarten learning activities given by the teachers, and introductory talks given by the guidance counselor and the principal. School visitation occurs during the morning in late May and includes a building tour, a story and snack in the school library, and a ride on a yellow school bus.

Members of the staff, the school nurse, and the guidance counselor screen all new kindergarten students during the first month of school. The screening process is designed to detect any potential learning issues that may need to be addressed and is not used to determine if a student should remain in kindergarten.

Kindergarten to Grade One: In the spring, the guidance counselor visits each kindergarten classroom to talk about first grade. Students visit the first grade classrooms and meet the teachers during Step Up Day on the last day of school. Students have a snack or eat lunch in the school cafeteria. Students attend our school assemblies and special enrichment programs throughout the school year.

Fifth Grade (Elementary) to Sixth Grade (Bromfield): In the spring, the 5th grade teachers and guidance counselor talk with 5th grade students about the transition to sixth grade. The 5th grade students meet with

the 6th grade teachers and have a building tour of The Bromfield School. Parents of 5th graders attend an Open House and Orientation Program in early spring featuring talks by the Bromfield School staff and school principal describing the 6th grade program, followed by a question and answer period. A building tour follows the orientation program.

Regular Education Intervention Programs

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 difficulties.

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 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, 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 evaluating the child's special need and the type of school program that is best for that child. An initial conference by the Teacher Support Team is held to gather data on the child's school performance and to assess the problem. The situation may be corrected at this point. If further evaluation is indicated, then the evaluation team can include teachers, parents, a psychologist, reading specialists and the school nurse. Parents 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.

The Learning Center serves students in need of support in perceptual skills, written language, and mathematics in grades K-5. Educational programs are planned to help students in both the regular classroom and the learning center. Instructors, learning specialists, and special needs tutors assist in the implementation of individualized programs.

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 have deficits in sensory motor functioning. Preschool evaluations and TEAM diagnostic evaluations as well as consultation for classroom teachers are provided on a K-5 basis.

HOME AND COMMUNITY INFORMATION

School Visits

We are happy to have parents visit our school. However, as welcome as parents are, they may also focus attention away from classroom instruction and become a distraction to both the teachers and the students. Parents are welcome to visit after arranging a time and a stated purpose with the classroom teacher. Also, parents may join their child for lunch/recess after checking in with the office.

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 associate 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 classroom teacher.

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. PTO organizes informative meetings on school issues and hosts Teacher Appreciation Days. Parents 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 the elementary school, in conjunction with the PTO, is striving to improve the effectiveness of our communication with parents. We want to support an on-going dialogue between parents 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:

- August newsletter to parents from the superintendent
- *The Husky* newsletter available online
- Periodic classroom newsletters
- Parent-teacher conferences (November and February/March)
- Ed-Connect phone communication system
- Community-building assemblies
- Grade-level activities and programs for parents
- Articles in town newspapers
- PTO general meetings on educational topics
- Curriculum evenings
- Open discussions with the principal
- PTO newsletter & flash email
- School notices
- Harvard Public Schools website: www.psharvard.org
- Ed-line access

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. 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, 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 any 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, 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 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 the guidance 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 before the Council for discussion.

School Pictures

School pictures are taken of each child in early fall. Parents may purchase various size packages, including individual portraits and a class composite.

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 Historic Society
Local orchards

The Small Nature Study Trail area is located on the east side of the elementary school across Fairbanks Street. It was developed and is maintained by members of The Garden Club of Harvard and the elementary school staff. Students and teachers use the trail throughout the school year for outdoor nature study activities. The Garden Club

has developed a self-directing *Nature Trail Guide* for use by staff, students, and parents. Interested parents may borrow a trail guide for their own use on weekends or after school by seeing the school librarian or by requesting a copy at the school office.

General Permission for Walking Field Trips

At times we plan to use the Harvard Town Library or The Bromfield School as additional learning spaces. We consider this part of the Harvard School campus. We plan to 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.

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' 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 Dr. Linda Dwight, Principal at Hildreth Elementary School (978-456-4144).

Student Records

To students and their parents: 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 Pam DeGregorio, Director of Special Education for the Harvard Public Schools (telephone 978-456-4143).

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.

Exception 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. To gain access to the Internet, all students must obtain parental permission by returning a permission slip at the beginning of the school year. Should a parent prefer that a student not have Internet access,

use of the computers is still possible for more traditional purposes such as word processing and CD Rom Encyclopedias.

Families should be aware that some material accessible via the 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. Therefore, we support and respect each family's right to decide whether or not to apply for access.

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.

Illegal Copying – Students should never download or install any commercial software, shareware, or freeware onto network drives or disks, unless they have written permission from the Network Administrator. Nor should students copy other people's work or intrude into other people's files.

Inappropriate Materials or Language – No profane, abusive, or impolite language should be used to communicate nor should materials be accessed which are not in line with rules of school behavior. A good rule to follow is never view, send, or access materials that you would not want your teachers and parents to see.

These are guidelines to follow to prevent the loss of network privileges at Hildreth Elementary School:

Do not damage the computer or the network in any way.

Do not interfere with the operation of the network by installing illegal software, shareware, or freeware.

Do not violate copyright laws.

Do not view, send, or display offensive messages or pictures.

Do not waste limited resources such as disk space or printing capacity.

Do not trespass in another's folders, work or files.

Do notify an adult immediately, if by accident, you encounter materials that violate appropriate use.

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 chicken pox disease)

While not required, annual influenza vaccination is recommend for all school aged children.

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 child is found to have live lice, the child will be sent home from school with directions for treatment. Once the child has been treated, he or she may return the next day, and the school nurse will continue to check the child until the child has been free of nits for 3 days in a row. The parents are responsible for checking any siblings as well as continuing to check the child for the next 10-14 days.

If a child is found to have nits and it is his or her first time having them (no prior treatments), there will be direct communication with the child's parents, and it will be recommended that the parents come and get the child instead of sending them back to the classroom. The child must be treated and may return the next day. The parents should recheck the child daily for the next 10-14 days as well as check all siblings. The school nurse will recheck the child until the child has been free of nits for 3 days in a row.

If a child is found to have nits, and it is not the first time he or she has undergone treatment before, there will be direct communication with the child's parents. The parents should recheck the child daily for the next 10-14 days as well as check all siblings. The school nurse will recheck the child numerous times over the next 10 days.

If two or more children in one classroom are found to have lice or nits, a check of all children in the entire classroom will take place. The best people to watch for signs of head lice infestation are parents; they should perform routine checks on their children at home. Families in the

child's classroom will be notified of these occurrences and are encouraged to check their children's heads for nits.

As a parent, 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 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 need to take medication on a daily basis. This medication must be delivered to the nursing office by a parent and a permission form must be signed by the doctor as well as the parent. The medication should be delivered in its original container, with the child's name on the bottle, and the correct dosage to be administered.

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

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 of students in violation of this policy immediately. Weapons will be confiscated and will be returned only to the student's parent(s) and then only at their request. Re-admission to school will require a conference with the student, his/her parent(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 immediately. An incendiary device will be confiscated and returned only at the request of the parents.

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 immediately.

Harvard Public Schools Discrimination/Harassment Policy

Non-Discrimination Statement

Harvard Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans With Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act), or on the basis of sexual orientation or religion in accordance with Massachusetts General Laws Chapters 71 and 151B.

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, race, color, national origin, ancestry, religion, age, disability, or sexual orientation.

Discrimination or harassment based on a person's sex/gender, 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, 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 gender, race, color, ancestry, national origin, age, disability, sexual orientation, or other identifying characteristic.

Visual Conduct

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

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 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.
- Insure prompt and thorough attention to all complaints.

Reporting and Investigation Procedures

Reporting

Any complaints relative to Section 504 should be referred to Christine Reale, Guidance Counselor, Hildreth Elementary School, 27 Massachusetts Avenue, Harvard, MA, 01451, 978-456-4144 ext. 116. 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' Rights Brochure* rather than this Grievance Procedure. A copy of the brochure is available from the Director of Special Education, Ms. Pam DeGregorio, 39 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 Time Lines for Filing

Equity Coordinators will be available to discuss any concern a student, parent, 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 he/she 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 his or her 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 his/her 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, he/she may submit a written request for review to the Superintendent of Schools and/or his/her designee within fifteen (15) school days of the issuance of the Equity Coordinator's written response. The Superintendent of Schools and/or his/her 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 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

Equity Coordinators

Elementary – Dr. Linda Dwight, Principal, Hildreth Elementary School, 27 Massachusetts Avenue, Harvard, MA, 01451, 978-456-4144.

Bromfield School – James F. O’Shea, Principal, The Bromfield School, 14 Massachusetts Avenue, Harvard, MA, 01451, 978-456-4152.

Section 504 Coordinator

Christine Reale, Guidance Counselor, Hildreth Elementary School, 27 Massachusetts Avenue, Harvard, MA, 01451, 978-456-4144 et 116.

Title VI and Title IX Central Office Administrator

Pam DeGregorio, Director of Special Education, Harvard Public Schools, 39 Massachusetts Avenue, Harvard, MA, 01451, 978-456-4140.

Superintendent of Schools

Joseph Connelly, Interim Superintendent, Harvard Public Schools, 39 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 Pam DeGregorio at 39 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.

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 Student Who Is the Target of the Behavior: _____

Name of Alleged Aggressor: _____

Other 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 _____ 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 (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) 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, it is requested that you acknowledge your intent to fulfill this responsibility by endorsing the statement below.

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.

.....

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.

9-26-11

HARVARD PUBLIC SCHOOLS

www.psharvard.org

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

Joseph J. Connelly, Ed.D.
Interim Superintendent

**HRVPS
CH 385
EOHHS**

CORI REQUEST FORM

Harvard Public Schools has been certified by the Criminal History Systems Board for access to all criminal case data including conviction, non-conviction and pending. As an applicant/employee for the position noted below, I understand that a criminal record check will be conducted for conviction, non-conviction and pending criminal case information only and that it will not necessarily disqualify me. The information below is correct to the best of my knowledge.

Applicant Signature

Applicant Position: TEACHER/VOLUNTEER/STAFF (PLEASE PRINT)

LAST NAME FIRST NAME MIDDLE NAME

MAIDEN NAME OR ALIAS (IF APPLICABLE) PLACE OF BIRTH

DATE OF BIRTH SOCIAL SECURITY NUMBER *ID Theft Index PIN (if applicable)
(Requested, but not required)

MOTHER'S MAIDEN NAME

CURRENT AND FORMER ADDRESSES:

SEX: _____ HEIGHT: ___ ft. ___ in. WEIGHT: _____ EYE COLOR: _____

STATE DRIVER'S LICENSE NUMBER: _____
(include state of issue)

THE ABOVE INFORMATION WAS VERIFIED WITH THE FOLLOWING FORM OF GOVERNMENT
ISSUED PHOTOGRAPHIC IDENTIFICATION: _____

REQUESTED BY: _____
SIGNATURE OF CORI AUTHORIZED EMPLOYEE

*The CHSB Identity Theft Index PIN Number is to be completed by those applicants that have been issued an Identity Theft Index PIN Number by the CHSB. Certified agencies are required to provide all applicants the opportunity to include this information to ensure the accuracy of the CORI request process. All CORI forms that include this field are required to be submitted to the CHSB via mail or by fax to 617-660-4614.

Revised 9/2011

HILDRETH PUBLIC SCHOOLS

www.psharvard.org

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

Joseph Connelly, Ed.D.
Superintendent

October 2011

To: Students, Parents, Employees, and Job Applicants
From: Joseph Connelly, Ed.D., Superintendent of Schools

Please know that it is the policy of the Harvard Public Schools not to discriminate on the basis of race, color, national origin, sex, disability, sexual orientation or religion in its educational programs, activities or employment policies as required by Title IX of the 1972 Educational Amendments and Section 504 of the Rehabilitation Act of 1973. The district compliance coordinator is:

Ms. Pam DeGregorio
Director of Special Education
Harvard Public Schools
39 Massachusetts Ave
Harvard, MA 01451
pdegregorio@psharvard.org
(978) 456-4143