

Hildreth Elementary School

Student-Parent Handbook
2021-2022

The Harvard School Committee, 2021-2022

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Hildreth Elementary School Council

2021-2022

Josh Myler, Principal, Co-Chair

Faculty Members

Reenie Durgin, Marisa Khurana, (New Teacher)

Parent Members

Kate Guthro, Atalay Kesli, Charles Oliver

Community Members

Barbara Kemp and Pat Jennings

School Committee Representative

Abby Besse

Vision Statement

The Harvard Public Schools community, dedicated to educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives, collaborate, and contribute to their local, national and global communities.

Hildreth Elementary School 2021-2022 Student-Parent Handbook

Hildreth Elementary School 27 Massachusetts Avenue
Harvard, MA 01451

Main Office: 978-456-4145
Fax: 978-456-3287
www.psharvard.org

Superintendent
Dr. Linda Dwight

Principal
Mr. Josh Myler

Associate Principal
Mrs. Melissa Niland

Director of Pupil Services
Ms. Jennifer Sauter

Front Office
Mrs. Lorelei Galeski
Mrs. Mandy Ostaszewski



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

Hildreth Elementary School Staff

Principal

Myler, Josh

Associate Principal

Niland, Melissa

Curriculum Coordinators

Route, Tammy-Math
Crittendon, Lauren – Science
Marya, Sangita – Social Studies
Burns, Chris & Chapman, Pam – Language Arts

Pre-Kindergarten

Larrat, Meghan
Campanello, Lauren

SAIL Classroom

Kelley, Alexandra

Kindergarten

Newbould, Erin
Cutler, Courtney
White, Allie
Lazaro, Kristina
Pellerin, Kathryn

Grade 1

Chapman, Pam
Hopkins, Lisa
Phillips, Marie

Grade 2

McLoughlin, Carrie
Snell, Chris
Rousseau, Juliana
Steeves, Cindy

Grade 3

Bassage, Amy
Burns, Chris
Crittendon, Lauren
Durgin, Reenie

Grade 4

Hurley, Karen
Keane, Michelle
Route, Tammy
Wicks, Ali

Grade 5

Ambrosino, Cynthia
Cullinane, Rob
Marya, Sangita
Walker, Deb

Specialists

Apple, Mindy
Gilfix, David
Kelley, Barbi
Quaadgras, Marybeth
Sintros, Erin

School Nurse

French, Dawn

Guidance Counselor

Hall, Dawn

Special Educators

Gibbs, Gretchen
Monsen, Carly
Khurana, Marisa
Montalto, Heather (Coordinator)
Sterber, Emily
Ryan, Tessa
Pominville, Erika
Berg, Erin
Gusha, Mary

ELL Teacher

Pereyra, Samantha

Math Intervention

Michalak, Michelle
Smith, Chris
Salmon, Karen

Reading Intervention

Barnes, Amy
Bragg, Peggy
Carroll, Deb
Patel, Sonya
Wendt, Patricia

Aides/Learning Assistants

Baranowski, Jen
Farnsworth, Lori
Francis, Nicholas
Greene, Katie
Robichaud, Lisa
Gebru, Amy
Stamm, Kate
Epstein, Becky
Donovan, Kathleen
Libonate, Tyler
Phaneuf, Brooke
Orecchio, Alison
Rigon, Jenna
Desjardin, Loren
Riddle, Carol
Nurmi, Janice
Hart, Elizabeth

Food Services Staff

Burns,Eleni (Director)
Costa, Jen
Kerwin, Diane (Lead)
McFarland, Ruth

Copy Room Aide

Hadorn, Margie

Day Porter

Duffen, Zack
Caron, Amy

Maintenance /Community Access Worker

Woodsum, David

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

Portuguese/Português

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

Spanish/ Español

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

French/ Français

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

German/ Deutsch

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

Russian/ Русско

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

Korean/한국어

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

Chinese/汉语

如果您需要这本小册子被翻译, 请与您的儿童的学校大会办公处联系。

Japanese/日本語

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

Hindi/ihndI

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

Polish/ Polski

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

Greek

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

Italian/Italia

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

Arabic

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

Albanian

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

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Vision and Mission Statements of the Harvard Public Schools

Vision Statement:

The Harvard Public Schools community, dedicated to educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives, collaborate, and contribute to their local, national and global communities.

Mission Statement:

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

Harvard Public Schools Core Value Statements

Student Achievement – We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.

Personal Growth – We believe in helping all students attain a balance between academic achievement and physical, emotional, and social well-being, so that they become productive, confident, and caring citizens.

Partnerships – We believe that students are best served when schools, families, and community share a common vision and are committed to open communication, mutual respect, and collaboration.

Resources – We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.

School Climate – We believe that the Harvard public schools strive to create a safe and inclusive environment for students, faculty, and staff that values diversity and fosters respect for learning, self, and others.

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

SCHOOL OPERATIONS

Please note: COVID related Policies are reviewed and updated regularly. Please see the District Site for the current policies: http://www.psharvard.org/school_committee/policies

Elementary School Daily Schedule (Monday through Friday)

Doors open at 8:45 a.m.

Normal school hours:

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

Half Day Kindergarten, 9:00-12:00.

(Note, Half-day students will dismiss at the same time regardless of weather delays, Half-days, etc.)
Preschool 9:00-3:30 p.m. (or a portion thereof based on special education need)

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

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

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

Safe School Morning Arrival Procedure

The elementary school is open to students at 8:45 a.m. on school days. The students may enter through the front door and wait at the learning stair until they are dismissed to their classes at 9:00 a.m.. 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 and children are discouraged from being on school grounds unattended at these times. We are concerned about the safety of unsupervised children and request your cooperation.

If a child is absent and the school does **not** have notification from the parent/guardian, school personnel will call the parent/guardian to verify the absence. School personnel will begin with calls for our youngest students (preschool and kindergarten). Every reasonable effort will be made to make these calls by 10:00 a.m. If school personnel cannot get a hold of a parent/guardian, it may be necessary to call the emergency contacts identified by the parent/guardian. If your child is going to be absent from school, parents/guardians should notify the office by calling the answering machine (978-456-4144) or emailing hesabsence@psharvard.org no later than 8:30 a.m. the day of the absence.

Preschool - Grade 5 Student Arrival at HES

Drop-Off:

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

Buses:

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

Walkers:

Walkers should enter through the nearest available entrance, being careful to use both sidewalks and crosswalks where available.

Safe School 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 **may 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' after school 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. Please do not call after 2:30 (or a ½ hour before dismissal on half days or early release days) to make a dismissal change unless it is an emergency.

Preschool – Grade 5 Student Dismissal at HES

Parent Pick-Up:

- Supervised parent pick-up will take place in the **front (Fairbank side)** of the school from **3:25 p.m. – 3:40 p.m.**
- Please remain in your car and allow the teachers to assist your child into the car.
- 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:

- All students will be released after the buses have departed. They will be dismissed from the main entrance if heading toward Fairbank St. or to the Library Crosswalk for all other locations.
- Students in 3rd-5th grade may walk to and from school on their own. Students in 3rd-5th grade may walk to and from school on their own. Students in Kindergarten-2nd grade either need to be picked up by an adult or have written permission from their parents that they can be dismissed with an older sibling (3rd grade and up).

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

School Closing/Delayed Opening Procedure

In the event of a storm or other emergency that necessitates the closing of school or the delayed opening of

school, the following procedures will be implemented:

- The Superintendent of Schools will make the decision about the school closing or the delayed opening after consultation with the Harvard highway department superintendent or 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. Parents may anticipate receiving a call detailing the information. The superintendent may also use Twitter.
- We will follow a **2-hour delay** procedure on any day when the school superintendent and highway department believe that the weather or road conditions may improve.
- Should the original decision on the delayed opening need to be revised to a school closing, every effort will be made to do so by 6 a.m.
- When the delayed **2-hour** opening is used, students will be dismissed at the normal dismissal time.
- The approximate school day schedule on delayed opening days will be as follows:

9:00 a.m.	Buses begin picking up Bromfield students.
9:45 a.m.	School starts at The Bromfield School.
10:00 a.m.	Buses begin picking up Elementary School students.
10:50 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 3:30 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
AM, Boston	WRKO, Radio 680
WHDH, TV 7, Boston	WEIM, Radio 1280 AM, Fitchburg
Cable TV 16, Harvard	WSRS,
Worcester	Radio 96.1 FM
WTAG, Radio 580 AM, Worcester	

An automated 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. If you are not receiving these calls please notify the office.

Emergency Early Dismissal

In all cases of system-wide early dismissal because of inclement weather, The Bromfield School will release its students first with the 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. The pick-up person should be prepared to show ID if requested.

In order to ensure a safe and orderly dismissal from school, parents may not change dismissal plans after 2:15, except in the case of emergency.

Bus Route Procedures

Parents are notified in the Superintendent's August newsletter and in the Harvard Press which bus route serves their particular neighborhood. If parents have questions about any particular route, they may call the bus contractor, Dee Bus Service, 978-425-4706. All bus routes are carefully planned to emphasize safety for each child within the practical limitations of Harvard's unusual geography. Children attending kindergarten and first grade are given special consideration to have the bus stop located as near as practically possible to their homes. Parents may arrange for their preschool child (aged 4 or 5) to ride the bus with an older HES sibling by contacting the building principal.

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

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

Students in kindergarten and 1st grade will need to have a parent/guardian waiting at the bus stop in order for the driver to allow the student to exit the bus. If there is not an adult at the bus stop, the driver will not allow the student to exit and will return the child to the school. Parents/guardians can make arrangements with the driver to have an older sibling or other adult take the kindergarten or 1st-grade student off the bus.

Bicycle Safety

Children riding their bikes to school must wear helmets. 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.

Tardiness

Punctuality is a life skill that staff members feel is important. Students who arrive in their classrooms after 9:00a.m. interfere with a smooth beginning to the school day and are considered to be tardy. 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 absentee line at (978) 456-4144 to inform the school office that your child will be late.

Absences, Vacations and Extended Absences

If your child is going to be absent from school, parents/guardians should notify the office by calling the absentee line (978-456-4144) no later than 8:30 a.m. the day of the absence. All classroom teachers take daily attendance that is reported to the office. If a child is absent and the school does not have notification from the parent/guardian, school personnel will call the parent/guardian to verify the absence. School personnel will begin with calls for our youngest students (preschool and kindergarten). Every reasonable effort will be made to make these calls by 10:00 a.m. If school personnel cannot get a hold of a parent/guardian, it may be necessary to call the emergency contacts identified by the parent/guardian.

Since so much of the educational experience is based upon classroom participation, regular attendance helps your child take an active part in the total school program. Except in cases of illness and extenuating circumstances, students are expected to be present when school is in session.

Excused absences/tardies would include:

- Documented illness or injury (doctor's note or parent informed)
- Bereavement/family funeral
- Major religious observances
- Family trip up to 5 days per year with [Hildreth Family Trip form](#)

Unexcused Absences/tardies would include:

- Undocumented absences
- Family trip without obtaining approval

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

We ask that parents check the school calendar each year and make every reasonable effort to avoid the planning of family vacations on school days. Vacations and trips with a recreational focus should not be taken during school time. If a family decides to take a trip during the school year and they want to have the days excused, they should complete a family leave form. The Principal may excuse up to 5 days for family leave.

While teachers will allow students to make up missed assignments, tests, and quizzes, they are not required to prepare work in advance. In addition, teachers are not required to tutor students when they return from vacation;

it is the family's responsibility to catch students up on missed work. The faculty is readily available, of course, to assist students in making up work after an illness.

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

Illness

***Please see the District Website regarding student illness and the necessary quarantine procedures regarding COVID symptoms. http://www.psharvard.org/school_committee/policies**

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

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

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

Birthday Celebrations

Please celebrate your child's birthday in a way that does not include food items in school. You are welcome to 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 bookplates to put inside the book that will let others know that the book was donated for your child's birthday.

Snacks

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

School Lunch

Lunch is available for free for all students and includes milk/juice, vegetable, and fruit. Daily choices at HES include a hot entrée, deli shop with made-to-order sandwiches, salad bar, yogurt parfait, protein packs, etc. Cookies may be available for purchase occasionally for \$1.25 per pack. Ala carte items are available each day as follows: milk (including soy and lactose-free) or juice (75 cents); 8 oz. water (50 cents); Lunch menus are

posted at the HES website and sent home monthly.

We offer a point of sale and register system for the Harvard School Lunch Program at both school cafeterias. Computerized touch screen terminals are used that anonymously serve all prepaid, free and reduced price and cash students as well as staff. Each student and staff enters their unique PIN on the terminal keypad. The customer page and photo pops up for visual identification. The lunch is rung up, then paid for either in cash or the dollar amount is deducted from a prepaid account.

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

Parents will be able to access and view student purchases and account activity. Dietary and other restrictions may be entered onto the student's page to be viewed by the cashier at the point of sale. Please email eburns@psharvard.org with this content (for example no cookie sales). We urge parents to take advantage of the convenience and ease of pre-paying for your student's lunch.

Aides will assist children with lunch issues and maintain order in the lunchroom. 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

Please note that we are beginning the year with students seated at individual desks at the table, which may impact some details below. Feel free to contact the school with any specific questions for your child.

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 a cleaner and water at the beginning of the lunch period each day. The table will be wiped down with a cleaner after each lunch period. The cloth that is used on the allergy

table will not be used on any other tables.

6. The same table should be used every day and will be marked as the “Allergy Aware Table”.

Student Dress

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

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

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

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. Notification of the emptying of the Lost and Found will be communicated through the Principal’s Newsletter 1-2 weeks ahead of time.

Personal Property

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

In order to address the safety and communication needs of families, students will be allowed to bring cell phones to school and on the bus. While on the bus and at school, cell phones must be turned off and remain in a student’s backpack. If a parent 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 a personal electronic device that can access the internet, the cell phone or device will be sent to the office, or confiscated by the bus driver, and the parents will be contacted to pick it up.

Student Activities

Before-and-after-school activities are available during the week and in the summertime through both the Bridges and Community Education programs.

Bridges is a non-profit, fee for service before and after school-age child care program. Families with children in grades K-5, currently enrolled in Harvard Public Schools and attending Hildreth Elementary School are eligible to attend. The Bridges program operates during the regular school calendar year of 180 days. For further information please call the Bridges office: 978-456-4142.

Community Education offers a variety of enrichment courses during the school year as well as programs during the summer. Please contact Kevin Mitrano (kmitrano@psharvard.org) in the Community Education Office for more information.

Fire/Evacuation Drills and Lock Down Drills

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

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

STUDENT BEHAVIOR/GENERAL SCHOOL RULES

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

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

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

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

Threat of Violence

Our school 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 seriously, and the police may be notified if any threat involves the mention of a weapon or killing.

Bullying

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

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

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

Harassment

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

Harassment includes communications such as jokes, hate speech, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon actual or perceived: race, religion, color, national origin, age, gender, sexual orientation, socio-economic status, or disability.

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

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

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

Sexual Harassment

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

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

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

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

Cheating/Violations of Academic Integrity

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

Inappropriate Language

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

Theft

Any student known to have stolen property from another student, a member of the school staff, or from the School Department may be suspended from school. The parent(s) of the offending student will be notified and a referral to legal authorities may be made, depending on the value of the stolen property.

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

Bus Conduct

Students transported in a school bus are under the authority of the School Department and under the control of the bus driver. Please refer to the Behavior Matrix from Expected Behavior on the bus. Disorderly conduct,

vandalism, or actions that imperil the safety of those on the bus may be sufficient reason to deny a student the privilege of transportation to and/or from school. Only the Principal or 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.

If a student encounters an issue on the bus, the student or parent should contact the Associate Principal, Principal or School Counselor. Parents/Guardians are not permitted on the buses to or from their home.

Disciplinary Actions

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

- Teachers and staff will review expectations with the student and discuss his/her behavior to try to problem solve.
- Completion of a Reflection Sheet to further process the incident and to develop a personal plan for avoiding the behavior in the future. The student may then be responsible for bringing the Reflection Sheet home to be reviewed and signed by a parent/guardian. The report needs to be returned to school the following day.
- Loss of some or all of recess time. Recognizing the importance of movement and play, the use of this consequence will be limited to safety concerns, or used after consultation with either the school administration or the student's parent/guardian.
- Time spent out of the classroom.
- Clean up any mess/vandalism student might have done.
- Teachers will contact parents/guardians via phone or note.
- Guidance staff or the associate principal/principal will speak to the student and/or parents.
- Parents/guardians and school personnel will meet to discuss the behaviors.
- Loss of privilege- The student may be denied participation in extracurricular and school-related activities such as: removal from the cafeteria or recess for an extended period of time, denied the opportunity to participate in special events (including assemblies), or denied the use of the school bus. Parents/guardians will be notified of any of these consequences.

For extremely serious incidents, expulsion and/or legal action may be necessary *in accordance with Massachusetts General Law Chapter 71, Sections 37H, 37 H1/2, and 37H3/4 in Appendix Section.*

School Suspension

Serious violations of the school rules or repeated offenses 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, the student will have the opportunity to make up school work, assignments, and tests. 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

- The principal may not impose a suspension without first providing the student and parents oral and written notice and providing the student with an opportunity for a hearing and the parents an opportunity to participate in such hearing. The principal may conduct a hearing without parents provided reasonable efforts have been made to notify parents.
- 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 principal shall immediately notify the superintendent in writing and make immediate and reasonable efforts to orally notify the student and student's parents. The principal will provide written notice and an opportunity for a hearing before two days expire (unless an extension is agreed upon).
- If the student is in a public preschool program or in grades Kindergarten to 3rd grade, the principal shall send a copy of the written determination regarding out of school suspension to the superintendent.
- A written log of suspensions will be maintained.

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 Pupil Services. 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. In School and Out of School suspension and expulsion shall be in accordance with Massachusetts General Laws, Chapter 71, Sections 37H, 37 H1/2, 37H3/4 and Chapter 222, as detailed in the Appendix Section of the HES handbook.

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.

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.

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, skill development, and learning.

Homework

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

To honor our Vision Statement, homework should “balance academic achievement and personal well-being.” We recognize that each student has different skill levels and outside school responsibilities. Homework should be differentiated and flexible to meet those needs.

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

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

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. Conferences are also offered in the Spring. 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.

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. Early release days after February vacation – parent/teacher conference to follow up report card with sharing of work samples and option of student involvement.
4. Report Cards – Sent home on a trimester schedule (Early December, End of March, Last day of school).

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 students 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 a diverse combination of academic abilities, instructional levels, and individual characteristics and potential in each classroom setting.

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 or specific classmates for their child. We appreciate your cooperation in the area of class placements. If, upon receipt of a child's class placement, parents feel there are extenuating circumstances why their child should not be placed in the assigned class, they may contact the Principal. Adjustments may be made at the Principal's discretion.

Preschool Program

The Harvard Public Schools' Integrated Preschool Program 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 Department section of the HES website: hildreth.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 kindergarten and new student screening and orientation.

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 (1st/4th grade). 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 the beginning of the school year 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 the spring, an evening meeting is held for parents to provide information about the kindergarten program.

Members of the staff, the school nurse, and the guidance counselor screen all new kindergarten students prior to the start 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. Note that these screening may occur remotely if needed.

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 Services

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

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. On occasion, parents may join their child for lunch/recess with prior approval from the building administration. Note that visitors may be limited at times due to pandemic conditions.

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 school office.

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

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

Harvard Parent Teacher Organization (PTO)

The Harvard PTO plays an active role in supporting our school in a variety of ways and increasing the effectiveness of home-school communications. The PTO raises funds through a variety of activities. In the past, PTO funds have supported classroom projects, purchased standards-based kits for classroom instruction, replenished equipment for playground use, and restocked library shelves. 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:

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

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

School Committee Meetings

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

Hildreth Elementary School Council

The Hildreth Elementary School Council serves as a representative, building-based committee to advise the principal. The elected teachers, parents, 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 at Town Hall and on the HES website and are open to the public, who are highly encouraged to attend.

Questions and Concerns

From time to time you may have questions or concerns about your child, the program or the way something is being done in the school. In most cases, your child's teacher is best qualified to help you. If there is an issue you wish to address further, ask to talk with 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 issues before the Council for discussion.

School Pictures/Yearbook

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

Town Resources

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

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

General Permission for Walking Field Trips

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

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

General Field Trips

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

APPENDIX: REGULATIONS AND POLICIES

Publication of Student Information

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

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

Student Records

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

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

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

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

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

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

You have the right to examine and receive a copy of any or all of the above information at any time prior to its destruction. If you have any questions regarding your or your child's student record or this letter, please contact

Jennifer Sauter, Director of Pupil Services for the Harvard Public Schools (telephone 978-456-4143).

Security Cameras in School

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

Please refer to the School Committee Policy Manual for the policy regarding security cameras (ECAF).

http://psharvard.org/school_committee/policies

Animals in School Policy

No animal shall be brought to school without prior permission of the building Principal.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication “Guidelines for Animals in Schools or on School Grounds” and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

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

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

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

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. School internet access is filtered through a firewall.

However, families should be aware that some material accessible via the Internet, even filtered internet, might contain items that are illegal, defamatory, inaccurate, or potentially offensive. While the purposes of the school

are to use Internet resources for constructive educational goals, students may find ways to access other materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Families that wish to discuss details of or limits to internet access for their student should contact the building administration.

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

NETWORK ACCEPTABLE USE POLICY

Network

1. The purpose of the Harvard Public School's Network is to promote the exchange of information and research consistent with the mission of the school system. The use of other organization's network or computing resources must comply with the rules appropriate for this network. Transmission of any material in violation of any US or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, and/or material protected by trade secret.
2. Harvard Public School's Network is not for private or commercial business use, political or religious purposes.
3. Any use of the Harvard Public School's Network for illegal activity is prohibited.
4. All communications and information accessible via the network should be assumed to be the private property of the source.
5. Use of the Harvard Public School's Network to access obscene or pornographic material, or chat groups is prohibited.
6. As a network user, you are expected to abide by the generally accepted rules of network etiquette and digital citizenship. These include, but are not limited to, being polite (be kind and thoughtful in your messages to others) and use of appropriate language (do not swear, use vulgarities or any other inappropriate language).
7. Do not reveal your personal address or phone numbers to other students or colleagues.
8. Do not use the network in such a way that you would disrupt the use of the network by other users.
9. Use of programs that harass other Harvard Public School's Network users or infiltrate the computing system and/or damage the software components is prohibited.
10. Subscriptions to Listservs, bulletin boards and online services must be preapproved by the Network Administrator.
11. Absolutely NO technology device system settings are to be copied or altered in any way, without the prior approval of the Network Administrator.
12. Network traffic going in and out of the Harvard Public School's network could potentially be monitored and recorded.
13. Net Sending is a violation of the Acceptable Use Policy and is a function reserved for administrative purposes.

Security

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

Software

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

Printing

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

E-Mail

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

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

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

THE USE OF THE HARVARD PUBLIC SCHOOL'S NETWORK IS A PRIVILEGE, NOT A RIGHT, AND INAPPROPRIATE USE WILL RESULT IN A CANCELLATION OF THIS PRIVILEGE. IN ADDITION, VIOLATION OF ANY CONDITIONS OF USE DESCRIBED HERE MAY BE CAUSE FOR DISCIPLINARY ACTION. THE PRINCIPAL WILL DEEM WHAT IS INAPPROPRIATE USES AND THAT DECISION IS FINAL. ALSO, THE SYSTEM MANAGER MAY CLOSE AN ACCOUNT AT ANY TIME AS REQUIRED. THE ADMINISTRATION, FACULTY, AND STAFF OF THE HARVARD PUBLIC SCHOOLS

DEPARTMENT MAY REQUEST THE SYSTEM MANAGER TO DENY, REVOKE, OR SUSPEND SPECIFIC USER ACCOUNTS.

Immunization Requirements

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

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

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

Lice Policy

If a 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.

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. A new physician's order to administer medication is required each school year. This includes orders for inhalers and epipen administration.

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

Students Returning to School After a Major Injury

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

Tobacco Products Policy

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

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

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

Weapons and Incendiary Devices Policy

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

The construction, possession, or use of any weapon or object that might be construed as a weapon on school grounds is strictly prohibited and may result in up to a three (3)-day suspension. The principal will call parents 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.

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

Preamble

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

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

Unlawful and Prohibited Conduct

General

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

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

Sexual/Gender Discrimination/Harassment

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

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

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

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

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

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

Verbal Conduct

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

Physical Contact

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

Written Conduct

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

Visual Conduct

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

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

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

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

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

Contents of Complaints and Timelines for Filing

Equity Coordinators will be available to discuss any concern a student, parent, 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 – Josh Myler, Principal, Hildreth Elementary School, 27 Massachusetts Avenue, Harvard, MA, 01451, 978-456-4144.

Bromfield School – Scott Hoffman, Principal, The Bromfield School, 14 Massachusetts Avenue, Harvard, MA, 01451, 978-456-4152.

Section 504 Coordinator

Dawn Hall, Guidance Counselor, Hildreth Elementary School, 27 Massachusetts Avenue, Harvard, MA, 01451, 978-456-4144 ext 232.

Title VI and Title IX Central Office Administrator

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

Superintendent of Schools

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

HARVARD PUBLIC SCHOOLS COMPLAINT REPORT FORM

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

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

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

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

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

Date(s) of the alleged discrimination or harassment.

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

Signature of complainant

Date

_____/_____/_____

ANONYMOUS REPORTING FORM FOR ALLEGED ACT OF BULLYING

Date of Report: _____

Name of targeted student:

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

Where Incident Occurred:

Description of What Occurred:

Administrative Section

Report Reviewed by: _____

Date Reviewed:

Determination:

BULLYING Other:

Reminder to Administrator: Fill Out Administrative Tracking Sheet

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

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

Check whether you are: Target of the behavior_ Reporter (not the target) __

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

Parent_____ Administrator_____ Other (specify) _____

Your contact information/telephone number: _____

If you are a student do you attend
HES_____ Bromfield_____ Grade_____

Information about the Incident:

Name of target:

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

Date/s of incidents:

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

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

Name _____ student ____ staff ____ other ____ Name _____

student _____ staff ____ other ____ Name _____ student _____

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

FOR ADMINISTRATIVE USE ONLY

Signature of Person Filing this Report _____ Date _____

Form Given to: _____ Position: _____ Date _____

Determination:

BULLYING ___ Other: _____

CONFIDENTIALITY AGREEMENT FOR VOLUNTEERS

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

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

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

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

Signature of Volunteer

Date

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

5/26/15

HARVARD PUBLIC SCHOOLS

www.psharvard.org

39 Massachusetts Avenue • Harvard, Massachusetts • 01451
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Linda G. Dwight
Superintendent

SUBJECT INFORMATION:

Last Name _____ First Name _____ Middle Name _____ Suffix _____

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

Date of Birth _____ Place of Birth _____

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

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

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

Mother's Full Maiden Name _____ Father's Full Name _____

Current and Former Addresses:

Street Number & Name City/Town State Zip _____

Street Number & Name City/Town State Zip _____

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

VERIFIED BY:

Name of Verifying Employee (Please Print) _____

Signature of Verifying Employee _____

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

CORI FORM
7/3/2014

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NONDISCRIMINATION

HILDRETH PUBLIC SCHOOLS

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01451
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Linda G. Dwight, Ed.D.
Superintendent

Non-Discrimination Statement

It is the policy of the Harvard Public Schools not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, age, marital status, disability, veteran status, sexual orientation, homelessness, or linguistic differences, in its educational programs, extracurricular activities and other services, or employment policies as required by Chapter 622 of the Acts of 1971 (State) and/or Title IX of the Education Amendments of 1972 (Federal) and/or Chapter 504 of the Rehabilitation Act of 1973 (Federal), Chapter 199 and other applicable state and federal statutes and regulations.

Furthermore, the Harvard Public Schools' policy includes prohibitions of harassment of students and employee, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination. Inquiries, concerns or complaints regarding Chapter 622, Title IX, Title VI and Section 504 compliance may be directed to Jennifer Sauter the Title IX, Title VI, and/or Section 504 Coordinator or to Principal, Scott M. Hoffman at The Bromfield School, 14 Massachusetts Avenue, Harvard, Massachusetts, 01451, (978)456-4152 or the Director of the Office of Civil Rights, Department of Education, Washington, D.C.

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

The district compliance coordinator is:

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

CONFIDENTIALITY OF STUDENT RECORDS

HILDRETH PUBLIC SCHOOLS

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Director of Pupil Services

CR 26A Confidentiality of Students Records

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