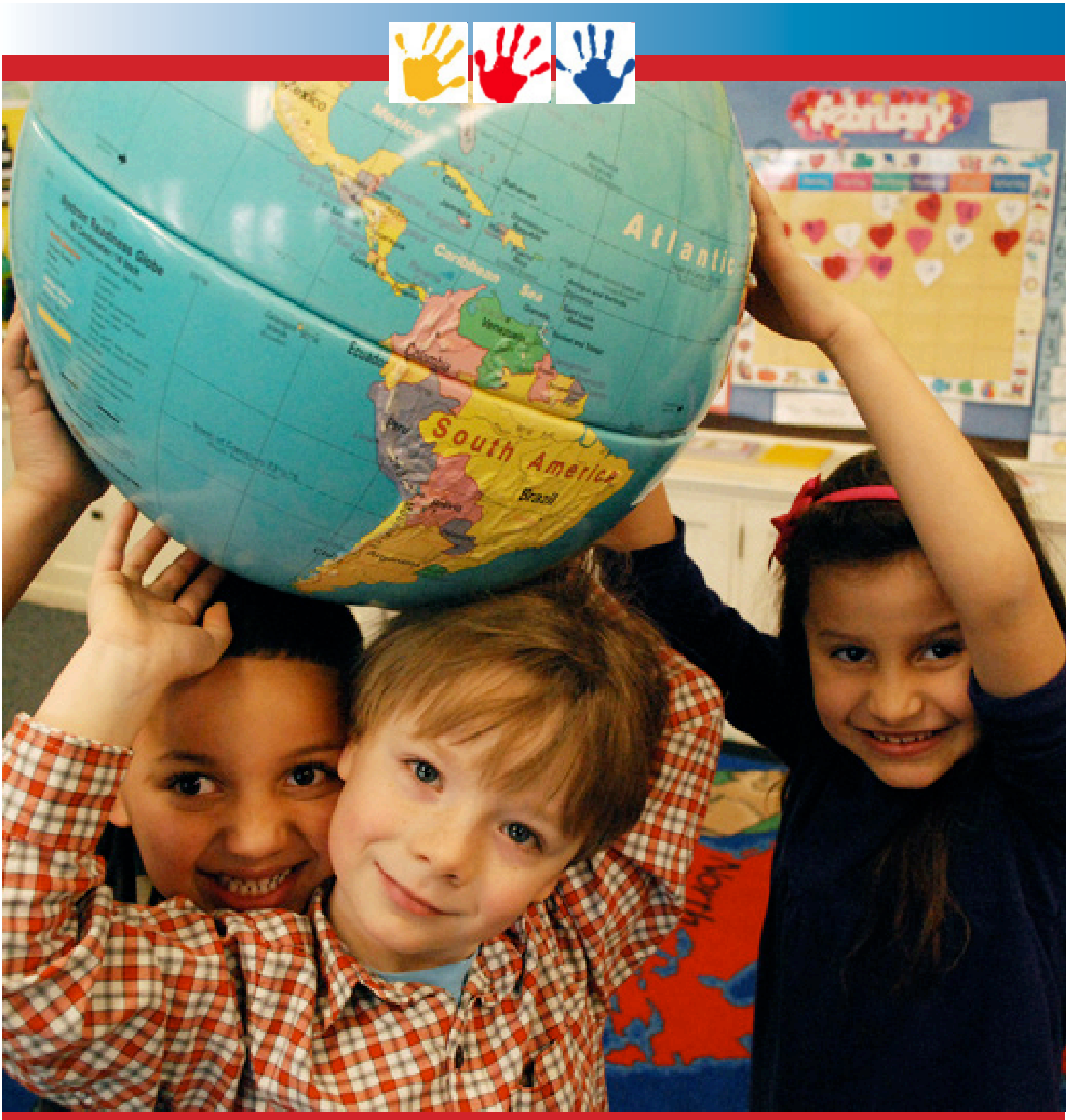

West Hartford Public Schools

Elementary Handbook 2017-2018

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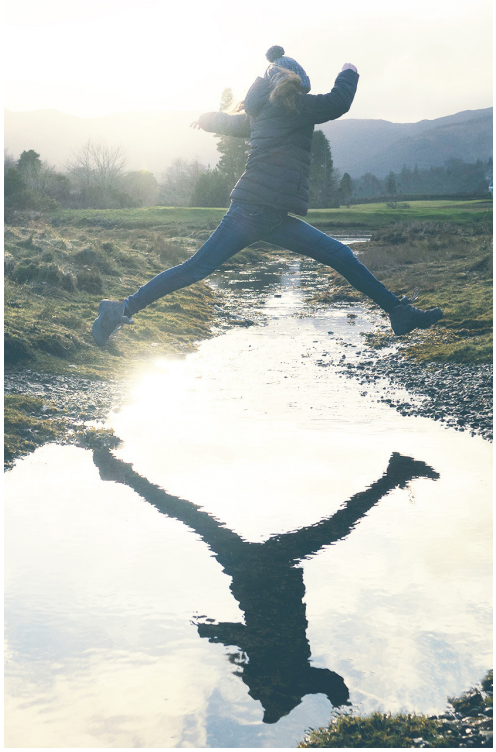
West Hartford Public Schools



Clear Paths.
Bright Futures.
No Limits.

Dear Families,

Welcome to West Hartford Public Schools. Whether your child is entering school, or about to start fifth grade, elementary school is the place where their educational foundation will be built. In addition to the instruction in reading, writing, and mathematics that is integral for success in life, we are committed to educating the whole child, with powerful experiences and learning in the arts, sciences, social studies, and physical education and health. In addition, we attend to the character development of the child through programs that focus on caring, respectful relationships, problem solving, decision making, and conflict resolution. It is our belief that every child deserves to experience excellent teaching and deep learning that meets her/his needs in every classroom, in every school, every single day.

We value having positive working relationships with our families. The information in this handbook should provide you with answers to questions regarding school policies and practices. Your knowledge of this information will help you be well prepared to assist your child through the elementary years. In addition to visiting your school website, I would encourage you to visit the West Hartford Public School District website http://www.whps.org for important district information. This site also has links to all of our schools.

We are eager to join you in the partnership necessary to ensure a successful school experience with your child. Please reach out to your child's teachers and school leaders with any questions or concerns that you might have. I hope that you enjoy these amazing years when your children will grow both physically and emotionally, on the way to becoming successful, contributing adults. It is important to help them when they fail, celebrate them when they excel, and mostly to let them know every day that they are loved. I look forward to this journey together.

Sincerely,

Tom Moore
Superintendent of Schools

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School Information

SCHOOL HOURS - GRADES K-5

Monday, Tuesday, Thursday, Friday: 8:35 a.m. – 3:20 p.m.
Wednesday: 8:35 a.m. – 2:00 p.m.
Weather Closing: 1:00 p.m.

SCHOOL OFFICE HOURS

Monday through Friday 8:00 a.m. – 4:00 p.m.

For safety and comfort, children should arrive at school no earlier than **8:20 a.m.** There is no supervision on school grounds prior to that time. Students should arrive early only if they are attending specific school scheduled and supervised activities. Children are considered tardy if they arrive after **8:35 a.m.**

Children are dismissed at 3:20 p.m. Monday, Tuesday, Thursday and Friday and at 2:00 p.m. on Wednesday. When dismissed, students should leave school grounds immediately unless accompanied by an adult as schools are not responsible for supervision of children after 3:35 p.m. / 2:15 p.m. Parents are responsible for prompt pick-up of their child if the child is not taking the bus or walking home. As a reminder, please be advised of and adhere to the town ordinance that states dogs are not permitted on school grounds at any time.

Pre-Kindergarten: A variety of pre-kindergarten programs are affiliated with West Harford Public Schools: Charter Oak Pre-Kindergarten at Charter Oak International Academy; Smith Pre-Kindergarten at The Florence E. Smith STEM School; Webster Hill Pre-Kindergarten at Webster Hill School; and The Early Learning Center at Whiting Lane School and Aiken School. Pre-kindergarten hours vary but all follow the calendar school year.

REGISTRATION OF NEW STUDENTS

The school office must be notified of all student entrances and withdrawals so that records may be obtained or sent out. To register a new student, parents must call the Board of Education residency office (561-6620) to schedule an appointment with our Residency Officer to verify West Hartford residency. A birth certificate, proof of residency and a social security number must be presented to the Residency Office. A current physical exam and up to date immunizations must be presented to the school. **According to Connecticut state law, no student may be admitted without a current physical exam and up-to-date immunizations. (See page 6 for required immunizations.)**

KINDERGARTEN REGISTRATION

In February or March a letter is sent to parents of children who will be five by January 1 and will enter kindergarten the following September. The letter contains a date for the parent orientation meeting. State law requires that children who are five by January 1 attend school. Parents can opt not to send their child to kindergarten, but must do the following:

1. Notify the school.
2. Meet with the principal or designee to review the educational opportunities available in the school system.
3. Complete an acknowledgment to exempt attendance form. A copy will be filed at school and in the residency office.

MAGNET REGISTRATION-please see page 12.

DISTRICT GOALS

Goal One: Advance achievement for all students and reduce disparity between and among groups.

Goal Two: Nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations.

Goal Three: Attract, retain and develop high quality staff by providing professional development, resources and appropriate learning environments.

OUR CORE VALUES

- Set high standards
- Provide a safe environment
- Promote collaboration
- Embrace diversity
- Build cultural competence
- Encourage intellectual risk taking
- Integrate technology effectively
- Demand integrity
- Support partnerships between home & school
- Foster personal wellness
- Inspire creativity & innovation
- Make all decisions in the best interests of students

The Office of Diversity Advancement supports the goals of the WHPS through the Equity and Diversity Council (EDC). The mission of the EDC is to support and sustain a diverse educational community that is inclusive and equitable.

DELAYED OPENING OR EMERGENCY CLOSING OF SCHOOL

The Superintendent of Schools determines the necessity for delayed opening or the emergency closing of school due to weather conditions or other emergencies. Announcements regarding such closings are made over local radio stations WTIC 96.5 FM, WRCH 100.5 FM, and WTIC 1080 AM. Notice is also made via television on WVIT Channel 30, WFSB Channel 3, WTNH Channel 8, FoxCT and Channel 5 as well as via the Connect-ED Rapid Notification Service or on the web at www.whps.org. Please do not telephone the radio and television stations, the superintendent, or the principal.

When there is a delayed opening of school, ALL before-school activities are cancelled. In the event that school requires early dismissal for inclement weather, electrical outages, or other unforeseen circumstances, parents/guardians will be notified via the Connect-ED Rapid Notification Service. We encourage parents to talk to their children so that they know what to do in the event of an early closing.

The emergency closing time for the elementary schools is 1:00 p.m. When school is closed early, all afternoon and evening activities are canceled.

ABSENCES

Students are encouraged to attend school with minimal absences in order to benefit as fully as possible from the educational experience.

If a child is absent from school, parents must contact the school office between 8:00 a.m. and 9:30 a.m. to report the absence and reason for the absence (illness, religious observance, etc.). If a parent does not call the school or does not send a note on the child's first day back, the absence will be unexcused.

The list of absences called in by phone will be checked against the teacher's absentee list. Any absence reported by the teacher, but not by the parent/guardian, will alert the office to a potential problem and will necessitate a call to the parent/guardian either at home or at work. This procedure is necessary to ensure the safety of children. To review the state policy on absences see page 21.

TARDINESS

A student arriving at school late (after 8:35 a.m.) must sign in at the office before going to the classroom. We expect all students to arrive on time; chronic tardiness will be addressed by the principal as it negatively impacts students' learning. A student must be present for at least half of the regular school day in order to be considered in attendance.

EARLY DISMISSAL

If necessary, children may be dismissed during the normal school day. A note requesting early dismissal must be sent to the principal or teacher prior to the requested dismissal time. The note should include the reason for the requested early dismissal. The parent/guardian or person authorized (in writing) by the parent/guardian must meet the student in the school office to sign the student out. No student is to leave the building unescorted during the school day. A student must be present for at least half of the regular school day in order to be considered in attendance.

SCHOOL TRANSFERS WITHIN WEST HARTFORD

Families moving prior to April 1 are required to transfer to their new school unless there is a compelling reason to the contrary. If the student moves on or after April 1, parents or guardians may request in writing to the Assistant Superintendent for Administration that their child remain in his/her school until the end of the school year.

EMERGENCY CONTACT FORM

An emergency contact form for every student is distributed at the beginning of each school year. It is **imperative** for the school to have the information requested for each student. Parents or guardians must supply names of people who are able to take a sick child home if the parent is unavailable. If, during the course of the year, any of the information supplied on the emergency form changes, the school must be notified immediately.

Names of families who do not submit the emergency form are reported to the Assistant Superintendent for Administration for further action.

West Hartford Public Schools
School Procedures

RECESS

Children should be appropriately dressed to spend time outdoors during recess. Warm clothes, gloves, hats, and boots are required during winter months. Children well enough to come to school should be well enough to be outside during recess. Exceptions, for medical reasons, may be granted on an individual basis. In the event of inclement or severely cold weather, outdoor recess will be canceled. Parents are welcome to join their children during lunch but are asked not to join their children on the playground during recess in order to allow maximum time for socialization with peers.

STUDENT TO STUDENT GIFTS

The giving of student to student gifts, or the exchange of gifts, is considered a personal matter to be done outside of school and should not occur at school. Students should not bring gifts to school for individual class members or for the entire class. The only exception would be small party favors for the entire class such as a pencil or stickers, and these should be unwrapped.

DISTRIBUTION OF INVITATIONS

Parents are asked not to send invitations to birthday parties or similar events for distribution at school **unless every child in the class is to receive an invitation.**

STUDENT RIGHTS AND RESPONSIBILITIES

Discipline problems are handled in accordance with the Student Rights and Responsibilities Code that follows.

I have the right to be happy and treated with understanding in school. I have the responsibility not to laugh at others or hurt their feelings.

I have the right to be safe in school. I have the responsibility to keep my hands and feet to myself and follow the school rules.

I have the right to be myself in school. I have the responsibility to treat others equally and fairly.

I have the right to learn in school and to be free to express my feelings, opinions, and ideas. I have the responsibility to do the best I can and respect others' opinions, feelings, and ideas.

I have the right to quiet times to learn and study in school. I have the responsibility to be respectful of other people's time.

I have the right to a reasonable amount of teacher attention and help when needed in school. I have the responsibility not to be demanding of others and to use self-control.

I have the right to use materials and property of the school. I have the responsibility to respect people and their property and to share what is ours.

I have the right to be happy. I have the responsibility to be sure others are happy because of me.

All students are expected to follow the school rules and obey the school staff.

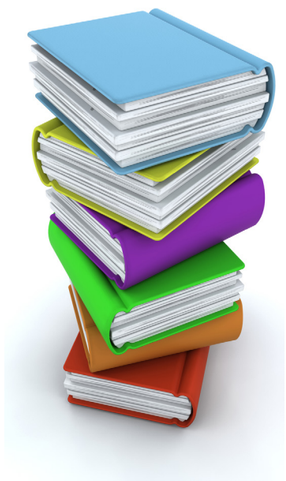
CODE OF BEHAVIOR

Appropriate student behavior is expected of all students at all times.

The school's aim is not only to provide for the safe and orderly functioning of the school, but also to help the student develop a sense of self-discipline. Students are expected to comply with requests or reminders of appropriate behavior made of them by ANY adult working in the school; this includes teacher assistants, paraprofessionals, custodians, cafeteria workers, office staff, and volunteer parent helpers.

CLASS PLACEMENT

Every effort will be made to place students with teachers where a positive student-teacher relationship will be established. Parents will have an opportunity to provide information relative to placement. The final decision for placement rests with the principal or his/her designee.



DRESS GUIDELINES

Parents are requested to use judgment in determining what is appropriate clothing for school. A general rule to follow is that clothes be neat, clean, appropriate and not extreme. Students should dress to ensure a healthy and comfortable condition for the school day.

FINANCIAL ASSISTANCE

Students will not be denied opportunity to participate in any class or school sponsored activity because of inability to pay for material fees, transportation costs, admission prices, or any other related expenses. Any student who needs financial assistance for school activities should contact a teacher, social worker, curriculum specialist or principal.

CARE OF BOOKS

LIBRARY - Library books lost or damaged must be replaced at the student's expense.

TEXTBOOKS - Instructional materials (e.g. reading books, math resources) are provided for student use at school and, when appropriate or needed, for use at home. It is the responsibility of the student to see that all materials are treated with care. Materials lost or damaged must be replaced at the family's expense.

HOMEWORK

Although homework assignments may vary from school to school, these guidelines will help you understand a general philosophy for elementary children.

Kindergarten

Students may have occasional assignments as appropriate to units of study (e.g., bringing in pictures or other items from home to share). Students are encouraged to:

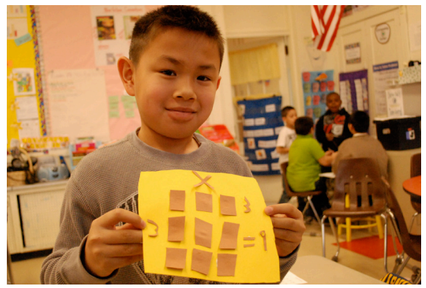
- Select library books at school to share/read at home
- Practice giving verbal messages to family members
- Practice tying shoes, buttoning and zipping

Grades 1, 2, 3

Homework is primarily to review and reinforce strategies and skills learned in class.

Homework assignments at these grade levels will primarily include opportunities to read and practice math facts/skills, and depending upon grade level, occasional longer-term assignments related to writing, science/health, and social studies curriculum units of study.

Homework assignments should take between 10 minutes (grade 1) to 30 minutes (grade 3) to complete.



Grades 4 and 5

Homework is primarily to review, practice, apply and extend strategies and skills learned in class and provide opportunity for students to develop independence and responsibility. Homework will include opportunities to read and practice math facts/skills with a balance of short and longer term assignments related to other learning goals (e.g., writing, research). Homework assignments will generally include:

- Daily independent reading
- Practice of math facts and math strategies/skills
- Work on curriculum-related writing or projects

HOMEWORK (continued)

Homework assignments should take 30-60 minutes to complete.

Intermediate grade students will be expected to use a homework notebook or other system as determined by the classroom teacher to organize/record homework assignments each day. Homework assignments should take 30-45 minutes (grade 4), to 45-60 minutes (grade 5) to complete. If your child requires consistently more or less time to complete homework assignments, please contact the classroom teacher.

Instrumental Music:

Students who play an instrument are encouraged to practice a minimum of 15-30 minutes daily.

ACADEMIC INTEGRITY

It is the right, privilege and responsibility of each individual to contribute to and work in an environment of trust and academic integrity. Therefore, no form of cheating or plagiarism is acceptable. The misrepresentation by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism shall be academic in nature unless repeated incidences require disciplinary action. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation.

MAKING UP WORK/ HOMEWORK DUE TO EXCUSED ABSENCES

We recommend that for short-term, excused absences (1-3 days) the student obtain assignments from a friend in the class. Books may be picked up in the office or sent home with a neighbor or sibling. For longer, excused absences, parents/guardians are advised to call the office. The assignments and materials will be readied within 24 hours.

If parents/guardians feel that they cannot depend upon other students for their child's work, they may call the office or leave a message in the teacher's **Voice Mail Box.** However, they must understand that messages to teachers are generally picked up in the office before school, at lunch, and at the end of the day. Unless it is an emergency, the office staff has been asked not to interrupt classroom teachers with phone calls. In all likelihood, assignments will be available in the office the next day.

HOMEWORK

Although homework assignments may vary from school to school, these guidelines will help you understand a general philosophy for elementary children.

See BOE Policy 6330 regarding homework on page 32 .

IMMUNIZATIONS REQUIREMENTS FOR ENROLLED STUDENTS IN CONNECTICUT SCHOOLS 2017-2018 SCHOOL YEAR

STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

IMMUNIZATION REQUIREMENTS FOR ENROLLED STUDENTS IN CONNECTICUT SCHOOLS 2017-2018 SCHOOL YEAR

PRESCHOOL

DTaP:	4 doses (by 18 months for programs with children 18 months of age)
Polio:	3 doses (by 18 months for programs with children 18 months of age)
MMR:	1 dose on or after 1st birthday
Hep B:	3 doses, last one on or after 24 weeks of age
Varicella:	1 dose on or after 1st birthday or verification of disease
Hib:	1 dose on or after 1st birthday
Pneumococcal:	1 dose on or after 1st birthday
Influenza:	1 dose administered each year between August 1st-December 31st (2 doses separated by at least 28 days required for those receiving flu for the first time)
Hepatitis A:	2 doses given six calendar months apart, 1st dose on or after 1st birthday

KINDERGARTEN

DTaP:	At least 4 doses. The last dose must be given on or after 4th birthday
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after 1st birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification of disease
Hib:	1 dose on or after 1st birthday for children less than 5 years old
Pneumococcal:	1 dose on or after 1st birthday for children less than 5 years old
Hepatitis A:	2 doses given six calendar months apart, 1st dose on or after 1st birthday

GRADES 1-5

DTaP/Td:	At least 4 doses. The last dose must be given on or after 4th birthday. Students who start the series at age 7 or older only need a total of 3 doses.
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after 1st birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification of disease
Hepatitis A:	2 doses given six calendar months apart, 1st dose on or after 1st birthday

GRADE 6

DTaP/Td:	At least 4 doses. The last dose must be given on or after 4th birthday. Students who start the series at age 7 or older only need a total of 3 doses.
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after 1st birthday
Hep B:	3 doses, last dose on or after 24 weeks
Varicella:	2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification of disease

Revised 12/12//2016

West Hartford Public Schools
Health

STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

IMMUNIZATION REQUIREMENTS FOR ENROLLED STUDENTS IN CONNECTICUT SCHOOLS 2017-2018 SCHOOL YEAR

GRADES 7-12

Tdap/Td:	1 dose for students who have completed their primary DTaP series. Students who start the series at age 7 or older only need a total of 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after 1st birthday
Meningococcal:	1 dose
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification of disease

- DTaP vaccine is not given on or after the 7th birthday and may be given for all doses in the primary series.
- Tdap can be given in lieu of Td vaccine for children 7 years and older unless contraindicated. Tdap is only licensed for one dose.
- Hib is not required for children 5 years of age or older.
- Pneumococcal is required for all Pre-K and K students less than 5 years of age.
- Hep A requirement for school year 2017-18 applies to all Pre-K, K, 1st , 2nd, 3rd, 4th & 5th graders born 1/1/07 or later.
- Hep B requirement for school year 2017-2018 applies to all students in grades K-12. Spacing intervals for a valid Hep B series: at least 4 weeks between doses 1 and 2; 8 weeks between doses 2 and 3; at least 16 weeks between doses 1 and 3; dose 3 should not be given before 24 weeks of age.
- Second MMR for school year 2017-2018 applies to all students in grades K-12.
- Meningococcal Conjugate requirement for school year 2017-18 applies to all students in grades 7-12
- Tdap requirement for school year 2017-18 applies to all students in grades 7-12
- If two live virus vaccines (MMR, Varicella, MMRV, Intra-nasal Influenza) are not administered on the same day, they must be separated by at least 28 days (there is no 4 day grace period for live virus vaccines). If they are not separated by at least 28 days, the vaccine administered second must be repeated.
- Lab confirmation of immunity is **only** acceptable for Hep A, Hep B, Measles, Mumps, Rubella, and Varicella.
- **VERIFICATION OF VARICELLA DISEASE:** Confirmation in writing by a MD, PA, or APRN that the child has a previous history of disease, based on family or medical history.
- For the full legal requirements for school entry visit www.ct.gov/dph/cwp/view.asp?a=3136&Q=467374&PM=1
- If you are unsure if a child is in compliance, please call the Immunization Program at (860) 509-7929.

New Entrant Definition:

*New entrants are any students who are new to the school district, including **all** preschoolers and all students coming in from Connecticut private, parochial and charter schools located in the same or another community. **All pre-schoolers, as well as all students entering kindergarten**, including those repeating kindergarten, and those moving from any public or private pre-school program, even in the same school district, **are considered new entrants**. The one exception is students returning from private approved special education placements–they are not considered new entrants.

Commonly Administered Vaccines:

Vaccine:	Brand Name:	Vaccine:	Brand Name:
DTaP-IPV-Hib	Pentacel	MMRV	ProQuad
DTaP-HIB	TriHibit	PCV7	Prevnar
HIB-Hep B	Comvax	PCV13	Prevnar 13
DTaP-IPV-Hep B	Pediarix	DTaP-IPV	Kinrix
Hepatitis A	Havrix, Vaqta	Influenza	Fluzone, FluMist, Fluviron, Fluarix, FluLaval

COMMUNICABLE DISEASE REGULATIONS REGARDING READMITTANCE TO SCHOOL

Chicken Pox - 7 days from onset of rash or until all lesions have crusted over

Measles - 5 days from onset of rash

Rubella - 4 days from onset of rash

Mumps - after all swelling has subsided

Other children in the family who have not had the disease may attend school. The nurse will watch for symptoms.

HOMEBOUND TUTORING

Parents who expect their child to be absent for at least 15 school days due to medical reasons should contact the principal, who will inform them about the process for homebound tutoring.

Please keep your child home when…

While it is important for your child to be in school in order to learn, it is equally important that when your child is ill, she/he should stay home. Please review the following guidelines for when to keep your child home. If you have any questions, please feel free to call your school nurse for advice or guidance.

You should plan to keep your child home if within the last 24 hours your child:

- has a temperature of 100 degrees or higher.
- needs a fever reducing medication to keep the temperature below 100 degrees.
- has a persistent cough that is not controlled by medication.
- has vomiting and/or diarrhea.
- has a rash of unknown origin that is spreading.
- has a red eye and/or eye drainage that is not clear.

Children should remain home for at least 24 hours after symptoms have cleared without the need for medication, and they are eating their normal diet.

Body temperatures are typically lowest in the morning and go up as the day progresses. Body temperatures typically peak in the mid afternoon.

When giving your child over the counter cold medicines, try to choose a product for the symptoms your child is having, i.e. if the symptom is a cough, you may not want to use a cough and cold product that contains medication for fever and/or aches and pains.
You should plan to contact your health care provider if:

- your child develops a high fever (101 degrees or more).
- your child was getting better but now is getting worse (develops a fever, develops a cough).
- your child has a cough that is not controlled by medication, has a cough that is becoming more frequent, or changes in tone from a dry cough to a barky or tight cough.
- your child has a rash of unknown origin that is spreading.
- your child has red eyes and/or eye drainage that is not clear.

WEST HARTFORD WELLNESS

West Hartford Public Schools has a wellness policy in response to the State of CT Public Act 06-63 (please see page 20). The intent of the Act is to encourage healthy life style choices in the areas of nutrition and physical activity. Details of the Act can be accessed on the WHPS web site (www.whps.org). We encourage healthy choices for the foods and beverages that children consume while at school.

ILLNESS AND ACCIDENTS

In cases of emergency during the school day, the nurse is available. When the nurse feels a child should be sent home, the parent/guardian is notified. It is imperative that the school have **two** emergency phone numbers. In an emergency, if neither parent, guardian, nor person designated by parent/guardian are available, the family physician or school medical advisor may be called.

Parents/guardians should not hesitate to call the school if questions of physical or emotional health arise.

Parents/guardians should notify the nurse if a student will be absent for an extended period of time due to any illness or surgery. The nurse should also be alerted if a student receives booster shots or gets new glasses, if there is a follow-up to any referrals, or if there is a significant change in health status.

When a child is returning to school following an extended absence, surgery, or accident the parent/guardian should call the nurse prior to the date of expected return to discuss any accommodations that may be needed (i.e., the use of crutches, walkers, casts, slings or other medical procedures or health accommodations).

Students returning from extended absences, surgery or accident should have a note from their health care provider indicating that the student is well enough to attend school and noting any restrictions or accommodations that may apply.

West Hartford Public Schools
Health

NOTICE REGARDING THE ADMINISTRATION OF MEDICATION AT SCHOOL

State law and regulations (Section10-212) govern the administration of medications to students by school personnel. Please be aware of the following that must be observed before any medication will be given.

DO: Obtain the **"AUTHORIZATION FOR THE ADMINISTRATION OF MEDICINE BY SCHOOL PERSONNEL"** form from the school nurse or online at www.whps.org (click on "Offices", then "Nursing Services", then "For Parents").

DO: Have the physician/dentist complete and sign the "Prescriber's Authorization" section of the form including the student's name, the name of the medication, the dose prescribed, the frequency of the dose, the reason for prescribing, the start date, the finish date, any side effects to be aware of, and any other special instructions.

DO: Complete the parent/guardian authorization section of the form. The completed form **MUST** be signed by the parent/guardian and then **submitted to the school nurse** in order to authorize school personnel to administer the medication to the student.

DO: Transport the medication (by parent or another responsible adult) to the school. **EXCEPTION:** Secondary students with the order and permission to self-medicate using asthma inhalers only.

DO: **Give the medication to the school nurse.**

DO: Send only a 45-day supply or less of any medication.

DO: Pick up unused medication after the STOP DATE. Medication not picked up after 2 weeks will be disposed of.

DO NOT:	Send any medication to school without the doctor's order, parent permission and proper container (pharmacy labeled or original unopened container). Such medicine will be confiscated and the parent will be notified.
DO NOT:	Ask to have the student, bus driver, or bus monitor to transport medicine to school.
DO NOT:	Deliver the medicine to anyone other than the school nurse.
DO NOT:	Request medication to be given outside school hours.
DO NOT:	Put medication in any other container than the one you purchased it in.

IF YOU HAVE ANY QUESTIONS, PLEASE CALL THE SCHOOL NURSE

EXAMINATIONS

Connecticut State law requires a physical examination prior to school entrance. Physical examinations are required prior to pre-kindergarten, kindergarten, and grades 3, 6, and 10. Parents/guardians should have children examined by their physician. Parents/guardians of pre-kindergarten students are encouraged to update annual physicals during their pre-kindergarten experience.

Health assessment forms can be accessed on the WHPS website (www.whps.org). Click on the "Offices" tab, then "Nursing Services", then "For Parents" to download forms electronically.

The nurse administers **Connecticut state-mandated vision and hearing screenings to all students in grades K, 1, 3, 4, 5** and by request to any child. **By Connecticut state-mandate, ALL FEMALE students in grade 5** are screened for scoliosis by the school nurse.

CLEANING PRODUCTS

Due to state law requiring "green" cleaning products to be used in all Connecticut public schools, no cleaning products may be sent in to classrooms. All cleaning supplies will be provided by the school.

FOOD ALLERGIES

Due to an increase in food allergies, West Hartford Public Schools has instituted (1995) a practice of peanut/nut free classrooms. Any food sent in for your child's snack or for a teacher-approved classroom celebration or learning activity MUST be peanut/nut free.

There are other food allergies, such as dairy and egg, that are not as easily avoided. As such, and in the interest of providing a healthy environment for our children, non-food items should be used for reward or celebration.

Please check with your child's teacher to determine appropriate options, particularly in classrooms where highly allergic reactions are to be considered.

PARKING

Each school has parking regulations that are specific to that building. These are distributed in the fall. It is imperative that caution be used at all times when driving near school grounds and in driveways. Please drive slowly, as children do not always use good judgment. There is NO parking, dropping off, or waiting in the driveway where buses enter. Inform your child to use the crosswalk and find your car in the parking lot, or meet your child and walk him to your car. This applies even in inclement weather. Your cooperation and caution are most appreciated. Safety is essential. Please be a positive role model for driving, parking, and walking safely.

Five basic rules help ensure the safety of our students:

1. Do not park in front of the school. This is a fire department regulation.
2. Do not park in the lots and then signal your child to join you by crossing the parking area.
3. Honor posted ***NO PARKING*** signs and ***HANDICAPPED PARKING*** signs.
4. Do not double park.
5. U-turns and K-turns are prohibited on school property.

BUS REGULATIONS

Students may ride only their assigned bus to and from their regular bus stop. Kindergarten students must be met by the parent/guardian or adult designee at the bus stop after dismissal or the student will be returned to school. Bus drivers have authority over all passengers, and are required to enforce the bus regulations of the school. Students who do not comply with the following rules may lose the privilege of riding the bus.

RULES

Students must be seated as soon as they board the bus and remain seated while the bus is in motion.

Inappropriate or profane language, fighting, rowdyism, bullying or vandalism are not permitted.

Students are not to throw any object in or out of the bus.

Students are not to open bus windows unless permission has been granted by the driver.

Students are not to extend their heads or arms out of the bus windows.

Students should enter and leave the bus by the front door except in the case of an emergency.

Students are expected to comply with rules of proper school behavior on the bus.

ROUTE TO AND FROM SCHOOL

Children will respect the property of others on the way to and from school. They may not cut through or trespass on private property. ***Parents/guardians should review the importance of not talking to strangers or accepting offers of rides or gifts.***

Children are expected to cross at protected intersections with crossing guards and go directly home following dismissal.

Children are to behave appropriately at the bus stop. They are to wait patiently for the bus, not play games or throw snowballs.

All concerns regarding school transportation safety should be made to the principal or the Transportation Coordinator (860-561-6647) or, if the child is registered in WHPS through the Open Choice Program, please contact the CREC Open Choice transportation office at (860) 524-4077.

BICYCLES

Riding a bicycle to and from school is left to the discretion of the parent/guardian. In most cases, students in grades 3-5 have the necessary development and the judgment needed to operate a bicycle safely to and from school.

Connecticut law requires that children wear helmets when riding bicycles.

Parents/guardians should familiarize youngsters with bicycle safety rules and the safest route to avoid potential hazards. The school reserves the right to revoke bike privileges for failure to observe established safety procedures.

Bicycles should be walked and not ridden on school property. Each bike rider should have a lock and chain for the bike and should secure the bike in the rack **immediately** upon arrival at school. Students may not ride bikes during school hours.

INTERNET SAFETY

The internet is an essential tool in the education of our children. It is imperative, however, that we monitor the sites our children choose to visit in order to keep them safe. For more information and a listing of internet resources, visit **www.cybercompass.org** or ask at the school office.

SCHOOL ENTRANCES

All school entrances are locked during the school day. Visitors can gain access to buildings by using the buzzer system currently in place at the main entrance.

SCHOOL VISITATION

All school visitors must sign in at the front office and wear an ID badge. Parents/guardians are welcome and encouraged to visit the school, attend assemblies, and participate in special events. In order to minimize classroom disruptions, walk-in observations are not permitted. If parents/guardians wish to have a meeting with a teacher, they must make an appointment in advance. Conferences cannot be held during the time a teacher is scheduled to be with the class.

If it is necessary to deliver articles of clothing, lunches, instruments, etc. to school, the items must be labeled (name and class) and left in the office. Classroom instruction will not be interrupted.

Individuals without specific school business are prohibited from being on school grounds while school is in session.

FIRE DRILL

Connecticut law requires that each school hold at least one fire drill per month. There are procedures at school to evacuate children quickly and safely in the event of fire. Lockdown drills can be substituted for fire drills.

LOCKDOWN DRILL

Per state law, a crisis response (lockdown) drill shall be substituted for a fire drill once every three months.The intent of these drills is to practice keeping students in a safe place quickly in the event of a situation that may potentially put students and staff at risk.

ITEMS NOT PERMITTED IN SCHOOL

In order to ensure student safety and the protection of personal property (e.g., expensive jewelry, electronics, toys, large sums of money), parents/guardians are encouraged to monitor closely those items that are brought or worn to school by students.

The following items are specifically prohibited on school grounds:

- Weapons, including martial arts (real or fake)
- Pocket knives, razor blades, or sharp objects
- Skateboards, roller skates, roller blades, ripstiks, sneakers with wheels, and scooters
- Trading/collection cards
- Baseball bats, lacrosse sticks, hardballs, boomerangs
- Matches, caps, and fireworks
- Laser pointers
- Portable game systems

Note: Please refer to your respective school's guidelines on electronic(s) use in school.

CROSSING GUARDS

Each school will provide parents with locations and times that crossing guards are scheduled to assist children crossing streets before and after school. Children should walk on sidewalks and cross only at protected crossings.

MAGNET SCHOOLS

Our magnet schools begin with the same comprehensive curriculum standards as neighborhood schools, but the student experience is enriched through an inquiry-based teaching and learning model, encouraging children to think more creatively and independently. Parents will be informed of the availability of applications through school newsletters, the media,and preschools.

The district of West Hartford offers a choice of elementary schools.

In addition to your neighborhood elementary school, two magnet schools are available exclusively to West Hartford residents.

Florence E. Smith STEM School

SCIENCE, TECHNOLOGY, ENGINEERING, & MATH

Cultivating student's curiosity and creativity through inquiry-based learning, with an emphasis on Science, Technology, Engineering and Math

With 21st century skills at the heart of a STEM Education, Smith STEM School prepares all students today for the world of tomorrow no matter which career paths they follow. In addition to the district curriculum, Smith STEM School provides students with empowering learning experiences through our Habits of Mind, engineering curriculum, integration of technology, and student-centered inquiry experiences.

Smith STEM students reach beyond subject areas to challenge their minds in creative ways:

- Weekly science lab experiences with a science teacher, extending learning from the classroom in the only elementary science lab in the district
- Engineering is Elementary curriculum developed by the Boston Museum of Science
- Student-run news broadcasts using green screen technology
- STEAM PM, our after school enrichment program that emphasizes our Habits of Mind
- Video conferencing that includes NASA scientists, engineers, zoos, and other schools
- A state-of-the-art recording studio where students combine their love of music with technology
- Technology-rich classrooms that foster student creativity, collaboration, critical thinking and communication
- Signature STEM experiences at each grade level supported by a STEM specialist who collaborates with teachers to create enriched 21st century learning
- Computer Coding
- Suzuki violin lessons Pre-K to grade 3
- Full-day NAEYC accredited inquiry-based Pre-K
- A proud partner school with the Connecticut Science Center

Charter Oak International Academy

Developing internationally-minded students who inquire into global issues and take action on their learning

The world is becoming a smaller place. This generation of children will be the most international and diverse in modern US history. The International Baccalaureate Primary Years Program (PYP) brings a deeper level of inquiry to the curriculum. Students' natural curiosity drives investigation of current world issues in relation to science, social studies and the arts.

The Charter Oak International Academy connects students' learning to the world and to understanding others:

- Inquiry-based units of study focused on issues that go across subject areas at each grade level
- Instruction in social, communication, research, thinking and self-management skills
- Technology-rich classrooms promote student research, creation and presentation through a variety of media
- Video conferencing to promote student collaboration and global connections that encourage communication and problem solving
- Partnerships with IB schools and global institutions around the world
- Student developed video announcements using state-of-the-art video production equipment
- Student-led conferences enable students to take responsibility for their own learning, reflect and set goals with their parents and teachers
- Student-led monthly assemblies provide a forum for students to share their work, talents and achievements and develop leadership skills
- World language instruction Pre-K to grade 5
- Full day, NAEYC accredited, inquiry-based Pre-K
- After school opportunities through Explorations and Achieve to enrich and enhance learning

West Hartford Public Schools
School Choice

OPEN CHOICE

The goal of the Open Choice Program is to improve academic achievement, reduce racial, ethnic and economic isolation and provide all children with a choice of high quality educational programs.

West Hartford Public Schools is proud to be one of the five founding districts to participate in the Open Choice Program since 1966. The Hartford Region Open Choice Program (formally Project Concern) offers Hartford students the opportunity to attend public schools in suburban towns at no cost to the student's family. WHPS accepts new Open Choice participants entering kindergarten and grades 1,2 and 6 through the Regional School Choice Office lottery.

"Participating in Project Concern was an invaluable experience that provided me with the opportunity to interact with a diverse group of people from various socioeconomic backgrounds, thus mirroring and preparing me for the diverse world we live in."

–Dr. Dayna J.A. London,
WHPS Class of 1996

Research studies show that students in integrated schools are more likely to graduate from high school, go on to college, and graduate from college than their segregated peers. Many Open Choice students are also performing at rates that are higher than their peers statewide.

Greater Hartford
REGIONAL SCHOOL
CHOICE OFFICE
Great opportunities for student success.

LITERACY SUPPORT

Students who would benefit from additional services in reading and writing receive support from the reading specialist, reading intervention teacher or literacy tutor. These services are provided only with parental consent and after teacher consultation with the Student Success Team (SST) at your child's school (see page 17). Contact your child's teacher or principal if you would like further information about this support.

ESOL

English for **S**peakers of **O**ther **L**anguages is a program for students whose native language is not English. The students receive personalized, small group instruction to develop English proficiency and build academic language for success in the grade level classroom. The frequency of instruction depends upon the student's proficiency in English. Students are tested annually to monitor progress.

MATHEMATICS SUPPORT

Students who would benefit from additional mathematics intervention services receive support from the math tutor at each school. These services are provided only with parental consent and after teacher consultation with the Student Success Team (SST) at your child's school (see page 17).

SPECIAL SUBJECTS

Vocal Music: Students in grades K-5 receive two thirty-minute periods of instruction in singing, rhythm, theory, and music appreciation each week. Students in full-day PreK programs at Charter Oak, Smith and Webster Hill receive one thirty-minute period of music instruction per week. Instruction is provided by a qualified music teacher.

Physical Education: : Primary students (K-3) have two thirty-minute periods, and grade 4 and 5 students have two forty-five minute periods of instruction in Physical Education per week. Students enrolled in our full-day and Early Learning Center PreK programs also have Physical Education classes each week. There is no required uniform, but all students should wear clothing that allows them to move freely and safely. Depending upon the activity, students will either go barefoot or wear sneakers.

Visual Art: Once a week for sixty minutes students (K-5) have a Visual Arts class where a certified art teacher encourages creative self-expression through exploration of a variety of media and techniques. Students develop a comprehensive appreciation of the history of Visual Arts. In addition, they develop visual literacy skills, a working art vocabulary, and skills to explore and discuss and make art. Students enrolled in full-day PreK programs at Charter Oak, Smith and Webster Hill also have Visual Arts classes each week.

INSTRUMENTAL MUSIC

Children in grades 4 and 5 have the opportunity to take free group lessons on selected musical instruments during school hours. Instruments can be rented at a nominal fee from a local music store or, when available, from the WHPS Department of Fine and Performing Arts.

Performing groups rehearse on a designated schedule before school hours. Membership in a school musical group is encouraged.

CHORAL MUSIC

Children in grades 4 and 5 have the opportunity to participate in before-school choirs. Membership in these groups is encouraged.

ELEMENTARY VISUAL ARTS DEPARTMENT GUIDELINES

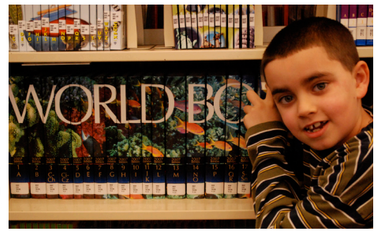
All art teachers will explain safety rules to students. They will include discussion of:

- Proper art material usage.
- Proper tool usage.
- Appropriate behavior in the art room.

WEST HARTFORD CULTURAL COUNCIL

The Cultural Council provides live cultural programs for elementary students. These programs are suited to children of all ages and include a variety of music, drama, and dance.

Empowering Lifelong Learners
Library Media Services
West Hartford Public Schools



LIBRARY MEDIA PROGRAM

The library media program in the elementary school focuses on building the foundation skills for students to become critical users of information and readers for lifelong learning. Standards for the 21st Century Learner published by the American Association of School Librarians provides the framework for instruction. Library media specialists collaborate with classroom teachers to integrate these skills aligned with state standards across the disciplines. Students are engaged in inquiry-based projects that focus on the information problem-solving process and critical thinking skills. These skills and strategies prepare students to become responsible citizens of the twenty-first century who use information efficiently and effectively for lifelong learning.

The library provides a collection of fiction and nonfiction resources in a variety of formats including print books, eBooks, audiobooks, magazines and databases which are accessible online. These collections support the curriculum and reflect the diversity and interests of students in the school.

The library media program plays a critical role in supporting reading development and emphasizing reading for pleasure to promote the reading habit and lifelong learning. Library media specialists engage students in a variety of reading experiences by recommending books to read, reading aloud, sharing booktalks, storytelling, and other literature-related programs.

GIFTED AND TALENTED - QUEST

QUEST exploring searching questioning thinking
A Schoolwide Gifted Program

QUEST is West Hartford Public Schools' Gifted and Talented Program serving the needs of high ability, highly creative, highly motivated students. QUEST offers unique and diverse experiences for students in grades 4 – 8. QUEST strives to identify, nurture, support, and service gifted and talented students from diverse populations to ensure that students have an opportunity to develop their unique gifts and talents by creating a learning environment that encourages students to **Q**uestion, **U**nderstand, **E**xplore, **S**earch, and **T**hink.

A student-centered program, **QUEST** is planned and designed envisioned on the Enrichment Triad Model (Renzulli, 1977) and the School-wide Enrichment Model (Renzulli and Reis, 1985). The structured inquiry-based curriculum and activities center on the particular needs of students at their appropriate developmental stage. Students participate in experiences of high interest with challenging targets for learning that enhance the cognitive engagement of the advanced learner. The program design features three types of creative inquiry; each one guiding the learner through a higher level of depth, complexity and independence.

Math QUEST is an accelerated math program that allows students to grow two grade levels beyond their current grade placement. Math QUEST is offered in grades 4 and 5 for students who qualify based on specific criteria. Elementary QUEST teachers deliver the instruction. In grade 6 students take grade 7 Honors Math. Students must qualify each year to continue in Math QUEST.

Art QUEST invites any incoming 5th grade student across the district to submit a portfolio for committee review as the new school year begins. Approximately 30 fifth graders are selected for 20 weeks of after school art classes in two school locations, staffed by art teachers. Art QUEST classes include one or more visits to an art museum and/or an artist's studio. An Art QUEST Exhibit celebrates the students' work at the conclusion of the program.

West Hartford Public Schools
Special Area Curriculum

WEST HARTFORD EARLY LANGUAGE LEARNING (WHELL)

All of our eleven elementary schools offer foreign language instruction for grades 3-5. Students study world language for one hour per week. The focus of instruction is communication and culture. Spanish is taught to all grade 3-5 students with the exception of Norfeldt School where French is offered. Students at Charter Oak International Academy study both Spanish (PreK-5) and Chinese (K-5). Students are introduced to the spoken language through their world language teacher and begin to speak the language they are studying.

FIELD STUDIES

A classroom teacher may schedule field studies out of the building during the school year. These study trips are designed to enrich the educational program. No student may go on a class study trip unless his/her parent or guardian has signed a permission slip before departure. The slip will include any special conditions, such as cost and luncheon arrangements.

PLANNING AND PLACEMENT TEAM

The Planning and Placement Team (PPT):

-- Identifies students who may be eligible for Special Education services

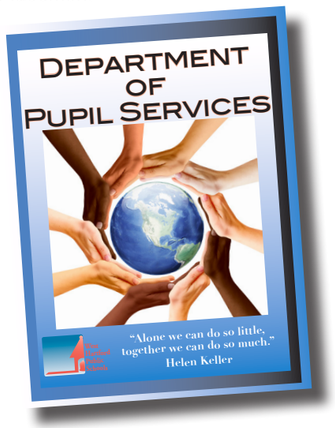
-- Determines what diagnostic data are required to evaluate the student

-- Evaluates the educational significance of the data

-- Determines the student's eligibility for special services

-- Prepares and implements an Individualized Educational Program (IEP) for the student

The parent(s), guardian(s), surrogate parent, adult student (over 18) or emancipated minor are part of the Planning and Placement



STUDENT RECORDS

New residents and kindergarten parents receive a copy of ***A Guide to Special Education in Connecticut for Parents & Students***. This brochure explains parents' rights as they pertain to their child's permanent record. Any parent may request a copy by calling the school office.

PUPIL SERVICES

The school's Planning and Placement Team (PPT) works with students referred by their parents/guardians, a teacher, or the principal. Once referred, this team of specialists assesses children's needs and if a student is found eligible under IDEA, provides specialized instruction to meet these needs in the classroom, in special classes, or in resource rooms. The PPT includes the speech/language consultant, the special education teacher, the school psychologist, the classroom teacher, the curriculum specialist, and administrator. Parents/guardians participate in all PPT meetings during which their child's program is being discussed, developed, written, or evaluated.

PROGRAM AND SERVICES

Pre-Kindergarten

Early Learning Center (ELC) Ages 3 - 5 is a comprehensive National Association for the Education of Young Children (NAEYC) accredited public pre-school program. It is designed to meet the needs of West Hartford children between the ages of three and five years old identified with speech and language, developmental, social, behavioral or academic delays. Students with special education needs are referred to the ELC from several sources: parents, community based pre-schools, the State of Connecticut Birth-to-Three Program, teachers, public and private agencies and pediatricians.

Morning and afternoon classes are offered four days per week. A five-day per week, full-day program is provided for students on the Autism spectrum, who require an intensive educational program with a focus on Applied Behavior Analysis methodology.

Elementary School

Elementary resource programs at each elementary school have special education resource teachers to provide diagnostic consultation and assessment. These teachers supplement the general education curriculum with research-based instructional practices. Instruction is delivered in the general education classroom and in small group instruction in the Resource Room (for example: "push in," "pull out".) Applicable related services are integrated into the program.

Elementary School Intensive Behavioral Support (Learning Centers) Students with intensive emotional and behavioral needs receive instructional and therapeutic support at an elementary LC (Braeburn-Morley) following referral by their home school. Students receive comprehensive support addressing specific barriers that prevent access to the regular education environment. Staff include specially-trained teachers and a Board Certified Behavior Analyst (BCBA). Behavioral intervention plans and contracts are developed and implemented for each student. The school social worker and psychologist provide group and individual counseling, as well as family support. Instruction is delivered in both the general education classroom and the Learning Center.

Elementary School Intensive Academic Support is provided for students with significant developmental disabilities such as autism, cognitive delays, bio-neurological impairments, significant speech and language disabilities and/or multiple disabilities. Students are referred to the appropriate school for access to more focused and targeted strategies and interventions along with increased time within the special education environment. The teachers and staff in the intensive programs are selected for their specialized experience and training. Related Services are integrated into the program. Instruction is delivered in both the general education classroom with support and/or the Learning Center. The Intensive Academic programs are located at Norfeldt, Whiting Lane and Wolcott Schools. Students attending these schools and accessing the intensive academic support programs may live in that school's neighborhood or may live in a non-program school neighborhood. Students with intellectual disabilities are educated in their neighborhood school.

BREAKFAST AND LUNCH PROGRAM

All children in grades PreK-5 eat lunch at school. Milk and dessert may be purchased by students who bring their own lunch. A la carte milk is 50 cents and a la carte desserts and snacks range from 50 cents to $1.25. All beverages, desserts, and snacks meet the Connecticut Healthy Food Initiative guidelines.

The price to purchase an elementary student meal for the 2017-2018 school year is $3.00. The meal includes an entrée, 2 servings of vegetables, fruit, and low-fat milk. All student meals meet the USDA Dietary Guidelines for calories, fat, protein, and other key nutrients. Applications for free or reduced-price meals are available at any time during the school year from the Nutrition Services Office or at www.whps.org under the Offices tab. Click on the Nutrtion Services link.

A breakfast program is offered at Braeburn, Bugbee, Charter Oak, Smith, Webster Hill, Whiting Lane, and Wolcott schools only. The price for breakfast is $1.25, and includes an entrée, fruit and low fat milk. If a student is approved for free or reduced-price lunch at one of the schools listed above, they are automatically approved for free breakfast.

Students have the option of paying cash when purchasing meals or prepaying for meals. There are two methods to prepay for meals:

- **Submit a check or cash to the school cafeteria. Please make the check payable to West Hartford Nutrition Services. If families have more than one student at the same school, payment can be made with one check. Please indicate the student(s) name on the check in order to apply payment. A minimum of 10 meals must be purchased if paying by check.**

OR

- **Prepay online using a credit or debit card. Go to www.PayPAMs.com. A nominal convenience fee will be charged.**

LOST AND FOUND

Each school has a designated area for such items. Whenever practical, items brought to school should have the child's name placed on them to assure return to the rightful owner. Periodically items not claimed are donated to charity.

STUDENT SUCCESS TEAM

The purpose of the Student Success Team is to provide a consistent school-wide support system for all children. A student may be referred to the Student Success Team if they are making limited progress either academically or behaviorally. Before being referred to this team, the child's teacher will have created and implemented supports for the classroom environment. At a Student Success Team meeting the child's teacher will meet with school-based support staff and interventionists and a focused instructional plan will be developed, implemented and monitored. At this time it may be decided that a student needs additional supports to supplement classroom instruction. Parents/guardians will be apprised of their child's progress on a regular basis. It is our hope that our combined efforts will assist teachers and parents in helping students achieve outcomes that are positive, healthy and productive.

COMMUNICATION-PARENTS/SCHOOL

Parents/guardians are encouraged to contact their child's classroom teacher at any time during the academic year with any concerns. An early, positive relationship between the teacher and the parent/guardian is most productive in resolving issues that come up during the year.

If there is a concern about which you are uncomfortable contacting the teacher directly, please feel free to call on other resources for the school, including the principal, the nurse, the curriculum specialist, or the school psychologist.

The principal will make every effort to ensure that problems are resolved in a manner which is in your child's best interest. If, however, you are not satisfied with the proposed resolution, you may contact the office of the Assistant Superintendent for Administration with your concerns.

COMMUNICATION - SCHOOL NEWSLETTERS

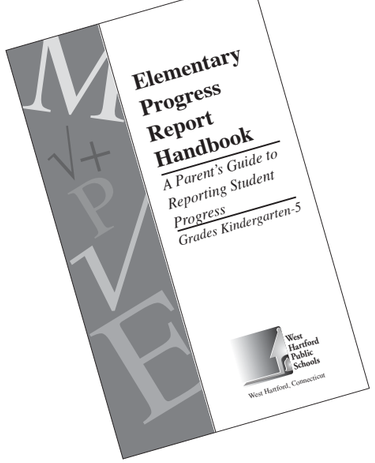
Each school has a bi-weekly newsletter. The purpose of the newsletter is to keep parents/guardians informed of school events, classroom activities, and procedural information. Please look for and read this important newsletter.

West Hartford Public Schools

School Services and Parent Participation

REPORTING PRACTICES

Good communication between parents/guardians and teachers by means of reports and conferences is essential in understanding the needs and progress of each student. There are 3 student progress reports during the school year - November, March and June. The progress report is supplemented by conferences in November and March. Other conferences between parents/guardians and teachers may be scheduled as needed. A parent/guardian may request a meeting at any time.



TESTING PROGRAM

The school assesses students using both standardized and district-developed tests in order to obtain a continuous and objective evaluation of student growth and to assist in diagnosing areas where students need assistance.

- State assessments for literacy and mathematics are administered beginning in March to students in grades 3, 4, and 5. Results are shared with parents upon release from the CT State Department of Education.
- State science assessment is administered in March to students in grade 5. Results are shared with parents upon release from the CT State Department of Education.
- The Diagnostic Reading Assessment (DRA2) is given in fall (grades 1-3 and, as needed, for students in grades 4-5 not meeting benchmark expectations), winter (grade K and, as needed, for students in grades 1-5 not meeting benchmark expectations), and spring (grades K-3 and, as needed, for students in grades 4-5 not meeting benchmark expectations).
- Reading, writing and mathematics assessments are embedded within unit assessments throughout the year in all grades.
- AIMSweb is a universal screening tool for both reading and mathematics administered to K-5 students in the fall, winter, and spring.
- Benchmark assessments for pre-kindergarten students are aligned with state and national learning standards and assess literacy, numeracy and cognitive skills.

PHOTOGRAPHS

Photos of individuals and classroom groups are taken annually. Parents/guardians may purchase photos, but are not obligated to do so. Proceeds from the school pictures, sponsored by the PTO/PTA, are used for school improvements.

DIVORCE/ SEPARATION

The school will follow the terms specified in a Divorce with Custody Decree. The parent must present the custody document to the school principal. The principal will make and keep a copy of the document.

PARENT TEACHER ORGANIZATION/ ASSOCIATION

The Elementary PTO/PTA/SEPTA (Special Education PTA) encourages all parents/guardians to join and take part in activities. Its aim is to support the school and coordinate efforts of parents/guardians and teachers so that a closer relationship between home and school is established, thus promoting the welfare of our children. Membership dues, along with proceeds of the annual Book Fair and special fund raisers, are used to further these objectives.

The PTO/PTA/SEPTA conducts evening programs featuring speakers and panel discussions for parents/guardians. It provides school representation at Board of Education meetings and helps keep parents informed of school activities. Each year it sponsors a variety of social events.

Room parents from each classroom aid the PTO/PTA by contacting other parents/guardians about planned activities. When requested, they also work with the teachers to plan class parties, chaperone field trips, and obtain resource material for the class. SEPTA provides education and support to parents /guardians of children with special education needs.

VOLUNTEERS

We appreciate it when community members volunteer in our schools. Please take time to complete the volunteer forms you receive. All volunteers must sign the volunteer register in the office each time they volunteer.

West Hartford Public Schools

Board of Education

BOARD OF EDUCATION MEETINGS

Parents/Guardians are invited to attend meetings of the Board of Education, which are usually held on the first and third Tuesdays of the month.

During the course of the year, board workshops and special meetings for budget development will be held. These meetings, which are also open to the public, will be announced far enough in advance to encourage community participation.

DRUG POLICY AND REGULATIONS

Information regarding drug and alcohol education and policy and regulations are available in the school office and on the district website.

BOARD OF EDUCATION POLICY ON GRADE ASSIGNMENT OF STUDENTS

Student grade placement shall be determined at the school level by the appropriate administrator. The decision shall be based on the student's general achievement, and the mental, physical, emotional, and social maturity of the child.
Students will normally progress annually from grade to grade or level to level. Exceptions may be made when, in the judgment of the certified staff, such exceptions are in the best educational interest of the student. In the case of an exception, the parent or guardian will be notified and will have an opportunity to discuss the decision with a member(s) of the professional staff. The final decision for class placement will rest with the school authorities.

NO SMOKING POLICY

West Hartford Board of Education regulations prohibit smoking at any time on school property. Any person who refuses to refrain from smoking will be asked to leave the premises.

SCHOOL PROPERTY

Parents/guardians are to be held liable for damage to school property caused by a student who has acted in an unreasonable manner. School property includes books, supplies, furniture, buildings, and grounds.

STUDENT'S CIVIL AND LEGAL RESPONSIBILITIES - SEARCH AND SEIZURE

A copy of the Board of Education policy #5720 regarding search and seizure of student desks and school lockers is available in the school office and on the WHPS website (www.whps.org under Board of Education, Policies).

GIFTS FROM PARENTS TO TEACHERS/ INSTRUCTIONAL STAFF

No employee may directly or indirectly solicit gifts of any kind. However, the Board recognizes that some parents/guardians have a desire to express their appreciation of the work performed throughout the year by teachers and instructional staff through the giving of gifts.

In such cases, The Board strongly suggests that expression of gratitude and appreciation may be more appropriately expressed in non-monetary form (e.g., homemade crafts, baked goods, notes). If a monetary gift is to be given, it is suggested that it be in the form of a charitable donation. In all cases, no gifts shall have a value in excess of fifty dollars ($50) or class gift of two hundred and fifty dollars ($250), or be accepted or received under circumstances in which it could reasonably be inferred that the gift was intended to influence the employee in the performance of his/her official duties or was intended as a reward for any official action on his/her part.

WEAPONS AND DANGEROUS INSTRUMENTS

A copy of the Board of Education policy #5540 regarding weapons and dangerous instruments is available in the school office or on the WHPS website (www.whps.org under Board of Education, Policies). This policy is a commitment by the Board of Education to the safety of our children and staff.

HEALTHY FOOD CERTIFICATION

To access on-line resources go to: www.whps.org and select the Offices tab. Click on Nutrition Services, and then select CT Healthy Food Certification. After accessing the State Department of Education website listed on the page, click on Healthy Food Certification and then select List of Acceptable Foods and Beverages to view foods and beverages that are approved to sell to students during the school day.

Tim Prosinski, Director for Nutrition and Food Services, can be reached at 860-561-6610 or by email at Tim_Prosinski@whps.org.

CONNECTICUT HEALTHY FOOD CERTIFICATION

State of Connecticut Public Act 06-63 went into effect in September 2006. This act has two components – one for **beverages sold** to students and one for **foods sold** to students outside of the reimbursable school meals. The law applies to a la carte foods sold in cafeterias, and any food or beverage sold to students anywhere in the school buildings during the school day. The law does not apply to foods and beverages served but not sold to students.

Beverages
The beverage requirement is mandated for all public schools. Only 5 categories of beverages can be **sold to students** at any time from all sources including vending machines and school stores. These categories are milk (flavored or plain), nondairy milks such as soy or rice milk, 100 percent fruit juice or vegetable juice, beverages that contain only water and 100 percent fruit juice with no added sweeteners, and water.

Foods
The WHPS Board of Education voted to participate in the healthy food option of the law. Beginning February 1, 2007, these standards apply to **all sources of food sales to students** during the school day or at the end of the school day, including but not limited to school stores, vending machines, school cafeterias, and any fundraising activities on school premises. The Connecticut Nutrition Standards focus on limiting fat, saturated fat, trans fat, sugars and sodium, moderating portion sizes, and promoting increased intake of fruits, vegetables and whole grains.

Exemptions
Foods and beverages that do not meet the state standards **can be** sold to students on school premises **if** three criteria are met:

1. The **sale is in connection with a scheduled event** occurring after the end of the regular school day.
2. The **sale is at the location** of the event.
3. The foods or beverages are **not sold from a vending machine or school store.**

An **event** is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. For example, soccer games, school plays and interscholastic debates are events but soccer practices, play reheasals and debate team meetings are not.

The **regular school day** is defined as midnight before to 30 minutes after the end of the official school day.

Examples of events that meet the exemption are pasta dinner fundraisers, school fair refreshments, ice cream social fundraisers, refreshments sold at school dances or concerts, refreshments sold at school sport games.

Allowable Practices
- Foods and beverages that do not meet the standards can still be sold to **adults.**
- Foods and beverages that do not meet the standards can still be **served** to students. (Tickets or tokens cannot be sold for these foods – that is the same as selling the food to students.)
- Fundraising catalogs including food can be sent home with students, and students can return the money collected for the sale of those items. However, arrangements must be made for **parents** or other **adults to pick up** the food items. Food items cannot be given to students during the school day or at the end of the school day to take home.

Non-allowable Practices
- Students cannot sell foods or beverages for fundraising that do not meet the state standards to other students during the school day, or at the end of the school day.
- Students may sell foods and beverages that meet the state standard, but these items cannot be sold during the time meals are being served in the cafeteria, or for one half hour before or one half hour after meal service.
- Candy and other non-allowable foods cannot be sold in the school hallways as students are exiting the building. However, foods that are on the approved list can still be sold in this fashion.

West Hartford Public Schools
Board of Education

SCHOOL ATTENDANCE AND TRUANCY LAWS

Connecticut law requires that the West Hartford Public Schools provide you with this written notice of your obligations regarding school attendance under Connecticut General Statutes § 10-184. This law provides that "each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public school regularly during the hours and terms the public school in this district in which such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction." Connecticut General Statutes § 10-185 provides that each day's failure to comply with the requirements is a separate offense, punishable by a $25 fine.

The truancy law includes all students ages 5 through 18. The law defines truancy as: 4 unexcused absences in one school month or 10 unexcused absences in one school year. The law defines HABITUAL TRUANCY as: 20 unexcused absences in one school year.

A student's absence from school shall be considered excused if written documentation of the reason for the absence is submitted within ten school days of the student's return to school. Written documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence.

Absences one through nine are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

- Student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
- Student's observance of a religious holiday;
- Death in the student's family or other emergency beyond the control of the student's family;
- Mandated court appearances (additional documentation is required);
- Lack of transportation that is normally provided by a district other than the one the student attends; or
- Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance

A student's absence from school shall be considered unexcused unless the absence meets the definition for an excused absence (including documentation requirements); or the absence meets the definition of a disciplinary absence.

When a student is absent for a legitimate reason, appropriate provisions will be made by school staff regarding assistance to students for missed assignments, homework, and tests. Parents are required to send a note to school to explain the absence when a child returns. Notes are kept by the school until the close of the school year.

When an excused absence is the result of family-initiated travel, teachers are under no obligation to provide advance assignments or to review work missed during the period of absence.

When a student is absent for an unexcused reason, the amount and kind of assistance provided to the student is at the teacher's discretion.

If your child is a TRUANT or a HABITUAL TRUANT, a referral will be made to appropriate community agencies. In addition, your child will be referred to the school Planning and Placement Team (PPT).

Regular school attendance is essential to your child's educational progress. We hope that with your support and cooperation we will never have a child who is truant.

SCHOOL ATTENDANCE AND TRUANCY LAWS

CHILD ABUSE

CHILD ABUSE

Teachers, principals, coaches of intramural or interscholastic athletics, paraeducators and other professional school staff including school counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive yearly training in their use.

Reporting of child abuse and neglect is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse or neglect a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

POLICY 5320

Suspension and Expulsion/Due Process

POLICY 5320

Students

Suspension and Expulsion/Due Process

The disciplinary policies of the West Hartford school system are intended to protect the rights of all West Hartford students. Primary among those is the right to a safe school environment and one that is most conducive to the learning process. The Board respects that students have rights they do not relinquish upon entry to school. However, disruptive or destructive activities that interfere with the primary mission of the schools to teach will not be tolerated.

An authorized member of the administrative staff may suspend a student from school privileges or from transportation services whose conduct on school grounds or at a school-sponsored activity, during or outside school hours is violative of a publicized policy of the Board of Education, or is seriously disruptive of the educational process or endangers persons or property, or whose conduct off school grounds is violative of a publicized policy of the Board and is seriously disruptive of the educational process.

Expulsion

The Board of Education may expel any student whose conduct on school grounds or at a school-sponsored activity, during or outside school hours, is violative of a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property or whose conduct off school grounds is violative of such policy and is seriously disruptive of the educational process provided that a formal hearing is held under Conn. Gen. Stat. § 4-177 through 4-180 plus 10-233d.

Legal Reference: Connecticut General Statutes:

4-177 through 4-180 Contested Cases. Notice. Record.
10-233a through 10-233f Suspension and expulsion of students (in general), as amended by P.A. 95-304 and P.A. 96-244.
21a-240(9) Definitions.
21a-277 Controlled Substances.
21a-278 Controlled Substances.
29-35 Definitions.
53a-3 Definitions.
53a-217b Possession of Firearms and Deadly Weapons on School Grounds.
18 U.S.C. 921 Definitions.

GOALS 2000: Education America Act, Pub. L. 103-227.
Title III - Amendments to the Individuals with Disabilities Education Act.
Sec. 314 (Local Control Over Violence).

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.
P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.
20 U.S.C. Section 7114, No Child Left Behind Act.

Adopted: February 8, 1988
Revised: November 12, 1996
Reviewed: April 25, 2007

West Hartford Public Schools
Board of Education

WEST HARTFORD PUBLIC SCHOOLS

POLICY 5550

Safe School Climate Plan—Anti-Bullying

POLICY 5550

Students

Safe School Climate Plan—Anti-Bullying

I. PURPOSE

The West Hartford Board of Education is dedicated to promoting and maintaining a positive learning environment where all students are welcomed, supported, and feel socially, emotionally, intellectually and physically safe in school.

II. BULLYING PROHIBITED

A. Bullying is prohibited on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased, or used by the local or regional board of education.

B. Bullying is also prohibited outside of the school setting if such bullying results in any of the following: (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

C. Any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is strictly prohibited.

III. DEFINITIONS

A. "Bullying" means (1) the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (2) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
   (a) Causes physical or emotional harm to such student or damage to such student's property,
   (b) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
   (c) Creates a hostile environment at school for such student,
   (d) Infringes on the rights of such student at school, or
   (e) Substantially disrupts the education process or the orderly operation of a school.

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

B. "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile devices or any electronic communications.

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

POLICY 5550

Safe School Climate Plan—Anti-Bullying

WEST HARTFORD PUBLIC SCHOOLS

POLICY 5550

Students

Safe School Climate Plan—Anti-Bullying (continued)

D. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic, or photo-optical system.

E. "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

F. "Out of the school setting" means at a location, activity, or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

G. "Safe School Climate Coordinator" means the individual appointed by the Superintendent of Schools from existing staff who is responsible for:

1. Implementing the district's Safe School Climate Plan;

2. Collaborating with the safe school climate specialists, the Board of Education and the Superintendent of Schools to prevent, identify, and respond to bullying in the schools of the district.

3. Providing data and information, in collaboration with the Superintendent of Schools of the district, to the State Department of Education regarding bullying, in accordance with state law; and

4. Meeting with the safe school climate specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Safe School Climate Plan.

H. "Safe School Climate Specialist" means the principal of each school, or the principal's designee, who is responsible for:

1. Investigating or supervising the investigation of reported acts of bullying in the school in accordance with the district's Safe School Climate Plan;

2. Collecting and maintaining records of reports and investigations of bullying in the school; and

3. Acting as the primary school official responsible for preventing, identifying, and responding to reports of bullying in the school.

I. "School employee" means

1. A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle, or high school; or

2. Any other individual who, in performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle, or high school, pursuant to a contract with the local or regional board of education.

West Hartford Public Schools
Board of Education

WEST HARTFORD PUBLIC SCHOOLS

POLICY 5550

Students

Safe School Climate Plan—Anti-Bullying (continued)

J. "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

IV. SAFE SCHOOL CLIMATE PLAN

The district's Safe School Climate Plan consists of this policy as well as the administrative regulations developed by the Superintendent of Schools to implement this policy. This policy clarifies the legal mandates regarding the district's response to bullying in its schools. The administrative regulations shall address the broader topic of school climate and may incorporate the National School Climate Standards or other applicable evidence-based standards. Revisions to any part of the Safe School Climate Plan shall be approved by the Board of Education.

A. Reporting Procedures
1. Any student who believes he or she has been the victim of bullying may report the matter to any school employee. Students may anonymously report acts of bullying to school employees.
2. Parents or guardians of students may also file written reports of suspected bullying.
3. School employees who witness acts of bullying or receive reports of bullying are required to orally notify the safe school climate specialist (or another school administrator if the safe school climate specialist is unavailable), not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report.

B. Investigation
1. The safe school climate specialist shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced.
2. The safe school climate specialist shall review any anonymous reports. No disciplinary action shall be taken solely on the basis of an anonymous report.
3. The investigator shall assess whether there is a necessity to take immediate measures to prevent further allegations of bullying or retaliation of any kind while the investigation is pending.
4. The investigator shall remind involved parties that any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is strictly prohibited.
5. After a prompt investigation, the investigator should ascertain whether the alleged conduct occurred and whether such conduct constitutes bullying as defined by this policy.

C. Response to Verified Acts of Bullying
1. If it is determined that bullying has occurred, the school will take prompt corrective action that is reasonably calculated to stop the bullying and prevent any recurrence of such behavior. As part of such remedial action, the offender may be subject to appropriate disciplinary action which may include, but is not limited to, one or a combination of the following: counseling, awareness training, warning, reassignment, transfer, suspension, or expulsion.
2. Each school shall notify the parents or guardians of students who commit any verified

POLICY 5550

Safe School Climate Plan—Anti-Bullying

WEST HARTFORD PUBLIC SCHOOLS

POLICY 5550

Students

Safe School Climate Plan—Anti-Bullying (continued)

acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. This notification shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.

3. Each school is required to invite the parents or guardians of a student [who commits any verified act of bullying and the parents or guardians of the student] against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying. This invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.
4. Each school is required to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting in section 3 above, to discuss specific interventions undertaken by the school to prevent further acts of bullying.
5. A student safety support plan shall be developed for any student against whom an act of bullying was directed. The plan shall address safety measures that the school will take to protect such students against further acts of bullying.
6. Case-by-case interventions shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline.
7. The principal of a school, or designee, shall notify the appropriate law enforcement agency when such principal, or designee, believes that any acts of bullying constitute criminal conduct.

D. Prevention and Intervention Strategy

Students shall be provided with a variety of prevention and intervention strategies which may include, but are not limited to:

1. Implementation of positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the State Department of Education;
2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts;
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school;
5. Individual interventions with the bully, parents, and school employees, and interventions with the bullied child, parents, and school employees;
6. School-wide training related to safe school climate;
7. Student peer training, education and support;
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

For purposes of this section, “interventions with the bullied child” includes referrals to a school counselor, psychologist or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.

West Hartford Public Schools
Board of Education

POLICY 5550

Safe School Climate Plan—Anti-Bullying

WEST HARTFORD PUBLIC SCHOOLS

POLICY 5550

Students

Safe School Climate Plan—Anti-Bullying (continued)

E. Documentation and Record Keeping

1. Safe school specialists shall establish a procedure for each school to:
   a. Document and maintain records relating to reports and investigations of bullying in such school.
   b. Maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection. The public list must not contain any personally identifiable information about any student or information that might reasonably lead to the identification of any student.
2. The district’s safe school climate coordinator shall annually report the number of verified acts of bullying in the district’s schools to the Department of Education in such manner as prescribed by the Commissioner of Education.

F. Training

1. All school employees must annually complete training on the prevention, identification, and response to bullying and the prevention of and response to youth suicide. The training will be provided to teachers, administrators, and pupil personnel who hold the initial educator, provisional educator, or professional educator certificate via in-service training. All other school employees shall receive such training as provided by the State Department of Education.
2. As part of the prevention and intervention strategies, schools may also implement school-wide training related to safe school climate and student peer training, education, and support.

G. Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school shall establish a committee (or designate at least one existing committee in the school) to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent or guardian of a student enrolled in the school appointed by the school principal. Parents or guardians who serve on such committee shall not participate in the activities described in subparagraphs (1) and (2) below or any other activity that may compromise the confidentiality of a student. The safe school climate committee of each school shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and make recommendations to amend school policies relating to bullying;
4. Review and make recommendations to the district safe school climate coordinator regarding the district’s safe school climate plan based on issues and experiences specific to the school;
5. Educate students, school employees, and parents and guardians of students on issues relating to bullying;
6. Collaborate with the district safe school climate coordinator in the collection of data regarding bullying, in accordance with the law;
7. Perform any other duties as determined by the school principal that are related to the prevention, identification, and response to school bullying for the school.

H. Periodic Assessment of School Climate

1. On and after July 1, 2012, and biennially thereafter, each school in the district shall complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education so that the state can monitor bullying prevention efforts over time and compare each district’s progress to state trends.

POLICY 5550

Safe School Climate Plan—Anti-Bullying

WEST HARTFORD PUBLIC SCHOOLS

POLICY 5550

Students

Safe School Climate Plan—Anti-Bullying (continued)

2. Assessment tools may also be used by Safe School Climate Committees to review and make recommendations for revisions to the district's Safe School Climate Plan.

I. Notice Requirements
1. At the beginning of each school year, each school will provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan.
2. Students and the parents or guardians of students shall be notified at the beginning of each school year of the process by which students may make reports of bullying.
3. Students shall be provided with notice of the definitions of bullying, cyberbullying, and the potential consequences of engaging in such acts by the inclusion of language in student codes of conduct concerning bullying.
4. The district's Safe School Climate Plan shall be made available on the Board's and each individual school's Internet web-site and ensure that such plan is included in the school district's publication of rules, procedures, and standards of conduct for schools, and in all student handbooks.

Legal Reference: Connecticut General Statutes:
10-15c Discrimination in public schools prohibited
46a-58 Deprivation of rights
10-145a Certificates of qualification
10-145o Teacher education and mentoring program
10-220a In-service training
10-222d Policy on bullying behavior
10-222g Prevention and intervention strategy re: bullying
10-222h Analysis of bullying policies
P.A. 11-232 "An Act Concerning the Strengthening of Bullying Laws"
United States Code:
20 U.S.C. 1400 Individuals with Disabilities Education Act
20 U.S.C. 1681 Title IX of the Education Amendments of 1972
29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973
42 U.S.C. 2000d Title VI of the Civil Rights Act of 1964
42 U.S.C. 12101 Americans with Disabilities Act

Adopted: February 4, 2003
Revised: November 21, 2006
Revised: January 20, 2009
Revised: December 20, 2011
Reviewed: May 19, 2015

West Hartford Public Schools
Board of Education

POLICY 5691

Sexual Harassment Policy

POLICY 5691

Students

Assurances

Sexual Harassment Policy

It is the policy of the West Hartford Board of Education to maintain a learning environment free from discrimination and harassment where all students are treated in all respects without discrimination or harassment. Sexual harassment is forbidden by federal and state law and will not be tolerated in any form. All employees and students are on notice that any such behavior is inappropriate in the school setting. Individuals have different personal standards and sensitivities in regard to behavior and comments of a sexual nature. Therefore, it is best to avoid any conduct which is sexual in nature.

Sexual harassment shall include, but not be limited to:

- unwelcome sexual advances
- direct or indirect demands or requests for sexual favors
- direct or indirect sexual comments, gestures or other physical conduct of a sexual nature
- implied or explicit threats related to sexual harassment

All reported incidents of sexual harassment will be promptly and thoroughly investigated in an appropriately confidential manner.

Each administrator and teacher shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws, and board policy and procedures governing sexual harassment within his or her school and department.

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000-e2(a)
Equal Employment Opportunity Commission Policy Guidance N-915.035)
Title IX of the Education Amendments of 1972, 34 CFR Section 106
Meritor Sav. Bank, FSB v. Finson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries, Inc. v. Ellerth, 524 U.S. 742 (1998)
Gebser v. Lago Vista Independent School Dist., 524 U.S. 274 (1998)
Davis v. Monroe County Bd. Educ., 526 U.S. 629 (1999)

Connecticut General Statutes:
46a-60 Discriminatory employment practices prohibited
Constitution of the State of Connecticut, Article 1, Section 20

Adopted: December 19, 1994
Reviewed: November 18, 2008

POLICY 5730

Students - Civil & Legal Responsibilities
First Amendment Rights

STUDENT'S FIRST AMENDMENT RIGHTS

POLICY 5730

Students - Civil & Legal Responsibilities
First Amendment Rights

The intent of the Board's policy is to encourage student expression in school sponsored, classroom, and other activities.

The Board of Education recognizes that students have the right to express themselves verbally, in writing, and by posting of materials in the schools. Such expressions shall be subject to review by the appropriate authority to determine that the content and the form are not obscene, libelous, vulgar or substantially disruptive to the educational process.

Legal Reference: Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969).
Hazelwood School District v. Kuhlmeir, 494 U.S. 260 (1988).

Adopted: March 21, 1988
Revised: June 6, 2006

REGULATION 5730

Students - Civil & Legal Responsibilities
First Amendment Rights

1. The administration is charged to create an oversight process that would disallow only those forms of expression that would be judged obscene, libelous, seriously disruptive, or vulgar, and thus, interfere with legitimate pedagogical process.

2. If a staff member or principal's designee decides to disallow the student's expression, the student may appeal such action to the principal. The appeal should take place within three school days of the student's request.

3. Should the principal uphold the original decision, the student may request a review of the decision to a panel consisting of the Deputy Superintendent, the Department Supervisor of English of the other high school, and the student representative to the Board from the other high school that is involved in the review question. A majority vote of the panel is required for an action. A hearing shall be held within five school days except under extenuating circumstances, and a decision shall be rendered within five school days after the conclusion of the hearing.

4. The appeal process must be completed in a timely fashion so that the mechanics of due process do not accomplish a rejection de facto.

5. These regulations will be published in the student handbook annually.

Revised: June 6, 2006

West Hartford Public Schools
Board of Education

POLICY 6421

Instruction
Parental Access to Instructional Materials

WEST HARTFORD PUBLIC SCHOOLS

Instruction

Parental Access to Instructional Materials

The Board of Education actively encourages the cooperative involvement of our parents in the learning process of students. To that end, the district shall permit parents, upon request, to inspect any instructional material used in our schools. The district shall grant reasonable access to instructional material within a reasonable period of time after a request is made.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Legal Reference: Federal Law:
P.L. 107-110 §1061 – Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors
34CFR99 – Family Educational Rights and Privacy

Adopted: June 3, 2003
Revised: December 4, 2012

POLICY 6330

Homework

WEST HARTFORD PUBLIC SCHOOLS

Homework

The West Hartford Board of Education believes that homework is an integral part of the educational process. It provides opportunity to reinforce classroom learning. It can extend or engage learning outside of the classroom setting. It also contributes to the development of independence, responsibility, and self-discipline as lifelong learning skills.

Effective homework assignments shall be purposeful learning tasks aligned with learning objectives and designed to support students in their achievement of academic standards. Homework shall be carefully planned, communicated, and evaluated for its purpose, appropriateness, value, and consistency. Teachers at all grade levels will adhere to guidelines based on administrative regulations. Administrative regulations will be reviewed at least once every three years.

Legal Reference: CT General Statutes:

10-221(b) Boards of education to prescribe rules, policies, and procedures re: Board of Education responsibility to develop homework policies

Adopted: May 16, 1988
Revised: June 4, 2013

POLICY 1326
POLICY 1326.1

Community Relations
Media Access to Students

POLICY 1326

Community Relations
Media Access to Students

The Board recognizes the important role the media outside of the schools serve in reporting information about the district's program, services and activities. Therefore, the district will make every reasonable effort to provide access to students when a request is made by the media.

School principals shall be authorized to grant permission and set parameters for media access to students in their respective schools.

Media representatives shall be required to report to the administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public. For activities attended by the general public, including school athletic and performing arts events, permission shall not generally be required. Media representatives wishing to photograph or identify particular students must obtain parental or guardian consent. Such permission shall not be required before photographs, videotapes, and/or articles referring to students involved in athletic and performing arts events may be published.

Parents who do not want their student interviewed, photographed or videotaped by the media may direct their student accordingly and shall inform the school principal in writing at the beginning of each school year.

District employees may release student information to the media only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

Parents will be advised of the district's media access to student policy at the time of the student's registration and each fall in the student/parent handbook.

(cf. 5120 – Access to Student Records and Confidentiality

Legal Reference: Connecticut General Statutes:
1-213 Access to public records. Exempt records.
10-209 Records not to be public.
Federal Family Educational Rights and Privacy Act, Sec. 438, 20 U.S.C. Sec. 1232g (1988).
Title I - Amendments to the Individuals with Disabilities Act (PL 105-17).

Adopted: December 5, 2006

POLICY 1326.1

Community Relations
Videotaping of Students/ Staff

Community Relations
Videotaping of Students/Staff

If any student is to be filmed or videotaped and will be identified or a primary subject of the filming or videotaping, prior written consent shall be obtained from the student's lawful custodian.

Additionally, if a student is disabled or exceptional and if such student will be identifiable as such on the film or videotape, prior written consent to be so identified shall be obtained from the student's lawful custodian.

Videotaping and filming of school district employees shall have the prior written consent of the building principal and the participating employees. If film or videotape is to be used for any purpose other than the purpose set forth on the employee consent form, then release/ waiver forms shall be obtained from each participating employee and his/her principal.

This policy does not apply to videotaping for the purposes of school or bus security.

Adopted: December 5, 2006

NON-DISCRIMINATION STATEMENT

The West Hartford Public Schools will not, except in the case of a bona fide occupational qualification or need to except as otherwise permitted or required by law, discriminate on the basis of race, color, religious creed, age, gender, marital status, sexual orientation, national origin, ancestry, present or past history of mental disorder, mental retardation, learning disability, with respect to hiring, compensation, promotion, discharge from employment or other terms and conditions of employment. Mr. Richard Ledwith, Executive Director of Human Resources, 50 South Main Street, West Hartford, CT 06107, (860) 561-6691 is designated to coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972, as amended.

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) FOR ELEMENTARY AND SECONDARY INSTITUTIONS

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students (i.e., students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

(1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal [or appropriate school official] will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violates the student's privacy rights.

Parents or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, or otherwise violates the student's privacy rights. Parents or an eligible student should write the school principal [or appropriate school official], clearly identifying the part of the record the parents or eligible student want changed, and specify why it is inaccurate or misleading, or otherwise violates the student's privacy rights.

If the District decides not to amend the record as requested by the parents or eligible student, the District will notify the parents or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District will disclose a student's education record without consent to officials of another public school, including a public charter school, in which the student seeks or intends to enroll.

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

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

West Hartford Public Schools
Appendix

NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Many students will be eligible for educational services under both Section 504 and the Individuals With Disabilities Education Act (IDEA), but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504.

The following is a description of the rights and options granted by federal law to students with disabilities under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right:

1. To be informed of your rights under Section 504;

2. To have your child take part in and receive benefits from the West Hartford School District's education programs without discrimination based on his/her disability;

3. For your child to have equal opportunities to participate in academic, nonacademic, and extracurricular activities in your school without discrimination based on his/her disability;

4. To be notified with respect to the Section 504 identification, evaluation, and educational placement of your child;

5. To have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;

6. For your child to receive a free appropriate public education. If your child is eligible for services under Section 504, this includes the right to receive reasonable accommodations, modifications, and related services to allow your child an equal opportunity to participate in school and school-related activities;

7. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
8. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;

9. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;

10. To obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;

11. To request changes in the educational program of your child;

STUDENT DIRECTORY INFORMATION

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student. Directory Information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone number, e-mail address, photographic and video images, date and place of birth, major field(s) of study, grade level, participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended, as well as the parents' names and/or e-mail addresses.

The written objection to the disclosure of directory information shall be good for only one year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless a parent or eligible student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one year. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

NOTICE OF PARENT/ STUDENT RIGHTS

NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 (continued)

12. To an impartial hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation, or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.

13. To file a court action if you are dissatisfied with the impartial hearing officer's decision, or to request attorney's fees related to securing your child's rights under Section 504;

14. To file a local grievance with the designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation, or placement of your child;

15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504 Coordinator for this district is:

Gretchen Nelson — Telephone: (860) 561-6606
Director of Pupil Services
West Hartford Public Schools
50 South Main Street
West Hartford, CT 06107

For additional assistance regarding your rights under Section 504, you may contact:

Boston Regional Office
Office for Civil Rights
U.S. Department of Education
J.W. McCormack Post Office and
Courthouse
Boston, MA 02109

U.S. Department of Education
Office for Civil Rights
330 C Street, S.W.
Washington, DC 20202 — Telephone: 1-800-421-3481

Connecticut State Department of Education
Bureau of Special Education
and Pupil Services
P.O. Box 2219
Hartford, CT 06145 — Telephone: (860) 713-6912

West Hartford Public Schools
Appendix

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT ("PPRA")

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT ("PPRA")

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (i.e. students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
   a. political affiliations or beliefs of the student or the student's parent;
   b. mental or psychological problems of the student or the student's family;
   c. sex behavior or attitudes;
   d. illegal, anti-social, self-incriminating, or demeaning behavior;
   e. critical appraisals of other individuals with whom respondents have close family relationships;
   f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
   g. religious practices, affiliations, or beliefs of the student or the student's parent; or
   h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
3. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum;
4. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling, or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including a student or parent's first and last name, a home or other physical address, a telephone number, or a social security number;
5. the right of a parent to be notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
   a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
   b. the administration of any survey containing confidential topics (see #2, above, a-h); or
   c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by state law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

   a. college or other post-secondary education recruitment, or military recruitments;*
   b. book clubs, magazines, and programs providing access to low-cost literary products;

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT ("PPRA")

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT ("PPRA")continued

c. curriculum and instructional materials used by elementary and secondary schools;

d. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;

e. the sale by students of products or services to raise funds for school-related or education-related activities;

f. student recognition programs.

*Note: Notwithstanding the foregoing, the district will permit parents and students over the age of eighteen or emancipated minors to prevent disclosure of secondary school students' names, addresses and telephone numbers to military recruiters and institutions of higher education, in accordance with the district's Confidentiality and Access to Student Records Policy.

To protect student privacy in compliance with the PPRA, the West Hartford school district has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

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

BILLING MEDICAID FOR HEALTH-RELATED SERVICES WITHIN SPECIAL EDUCATION

BILLING MEDICAID FOR HEALTH-RELATED SERVICES WITHIN SPECIAL EDUCATION

The Individuals with Disabilities Education Act (IDEA) allows certain health-related services provide under an Individualized Education Plan (IEP) to be covered by Medicaid. Such services could include audiologist services, evaluation and testing, nursing services, occupational therapy, physical therapy, speech therapy, psychological services and/or social work services.

Frequently Asked Questions;

Do school districts need parental consent to bill Medicaid?

Yes. Before billing Medicaid for the first time, the school district must ask for your permission to bill your or your child's public benefits or insurance to pay for your child's related services under the IDEA. To receive funding from Medicaid to help pay for the cost of services, the school district must have parental consent to bill Medicaid.

Can parents withdraw their consent to bill Medicaid?

Yes. Parents have the right to withdraw their consent at any time.

If consent is not given by parents to bill Medicaid, will their children still receive IEP services?

Yes. Districts are required to provide all IEP services, at no cost to parents, even if the district cannot bill Medicaid. A school district may not require parents to sign up for or enroll in public insurance programs in order for their child to receive a free, appropriate education under IDEA.

If school districts bill Medicaid, will Medicaid services that parents or guardians receive outside school be affected?

No. Medicaid services received outside school and the child's IEP are authorized separately. The district may not use your child's benefits under a public benefits or insurance program if that use would result in a decrease of any other insured benefit; result in the family paying for services that would otherwise be covered by a public benefits or insurance program and that are required for the child outside of time the child is in school; result in discontinuation of coverage; or result in the risk of loss of eligibility for home and community based waivers based on aggregate health-related expenditures.

Are school districts required to notify parents? If so, how often must parents be notified?

Yes. Your child's school district must provide you with written notification of your rights regarding parental consent prior to accessing your public benefits or insurance for the first time and annually thereafter. This document serves as your written notification.

Where can parents get more information about this?

The US Department of Education Web site at http://www2.ed.gov/policy/speced/reg/idea/ part-b/part-b-parental-consent.html .

West Hartford Public Schools
Elementary Schools

Mary Louise Aiken School
212 King Philip Drive 06117
tel. 233-6994 fax 236-9184
Principal - Shannon Mlodzinski
Secretary - Carol Precourt

Braeburn School
45 Braeburn Road 06107
tel. 561-2200 fax 521-8416
Principal - Jeffrey F. Sousa
Secretary - Mary Ellen Diot

Lloyd H. Bugbee School
1943 Asylum Avenue 06117
tel. 929-5500 fax 236-2486
Principal - Kelly Brouse
Secretary - Rose Balesano

Charter Oak International Academy
425 Oakwood Avenue 06110
tel. 233-8506 fax 231-9654
Principal - Juan A. Melián
Secretary - Angela Tokarz

Louise Duffy School
95 Westminster Drive 06107
tel. 521-0110 fax 561-1492
Principal - Kristi Laverty
Secretary - Leslie Carpenter

Edward Morley School
77 Bretton Road 06119
tel. 233-8535 fax 233-7705
Principal - Ryan Cleary
Secretary - Wanda Jones

Eric G. Norfeldt School
35 Barksdale Road 06117
tel. 233-4421 fax 232-4732
Principal - Jen Derick
Secretary - Jill Krawciw

Florence E. Smith STEM School
64 St. James Street 06119
tel. 236-3315 fax 236-3342
Principal - Teresa Giolito
Secretary - Charlotte Flanagan

Webster Hill School
125 Webster Hill Boulevard 06107
tel. 521-0320 fax 561-1230
Principal - Jeffrey Wallowitz
Secretary - Kim Vallieres

Whiting Lane School
47 Whiting Lane 06119
tel. 233-8541 fax 236-9367
Principal - Karen Kukish
Secretary - Lesley E. McKay

Henry A. Wolcott School
71 Wolcott Road 06110
tel. 561-2300 fax 521-7545
Principal - Scott Dunn
Secretary - Nancy Michalski

Early Learning Center
Aiken – 212 King Philip Drive 06117
Whiting Lane – 47 Whiting Lane 06119
tel. 233-1455 fax 236-9367
Department Supervisor – Dr. Marie Davis
Secretary – Pamela Macca

West Hartford Public Schools

West Hartford, Connecticut