

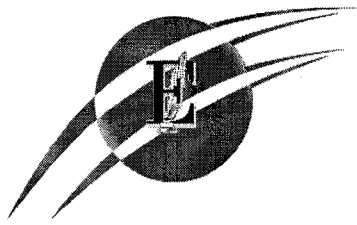
ENFIELD PUBLIC SCHOOLS

Elementary School Handbook For Parents and Students



2017/2018





ENFIELD PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Dear Parents,

We hope you find this handbook helpful. It is designed to answer many of the basic questions you may have about the schools. Feel free to contact your local school with any specific questions you may have. Your comments on improving the handbook are especially appreciated. This handbook is also available on-line at www.enfieldschools.org.

The handbook is provided to improve communication between the school and home. The importance of good home-school communication cannot be overstated. It is extremely important to your child's success at school.

Best wishes for a great school year. Plan to visit your child at school and become involved in the school's programs.

Sincerely,

Christopher Drezek
Superintendent of Schools

TABLE OF CONTENTS

ADMINISTRATION PHONE DIRECTORY.....	1
SCHOOLS AND IMPORTANT CONTACT INFORMATION.....	2
2017-2018 SCHOOL CALENDAR.....	3
ENFIELD PUBLIC SCHOOL HOURS.....	5
<hr/>	
ACCIDENT INSURANCE.....	6
ANIMALS AND PETS.....	6
ASBESTOS.....	6
ASSEMBLIES.....	6
ATTENDANCE.....	6
Absence.....	6
Excused Absence.....	8
Unexcused Absence.....	8
Responsibilities.....	9
Early Dismissal from School.....	10
Tardy to School.....	10
AUTOMATED PHONE MESSAGING SYSTEM.....	10
BACKPACK.....	10
BOARD OF EDUCATION.....	11
BULLYING.....	12
Bullying, Teen Dating Violence Prevention & Intervention Policy.....	12
Safe School Climate.....	15
Form A.....	26
Form B.....	28
Form C.....	29
Form D.....	31
Form E.....	32
BUS TRANSPORTATION.....	33
Transportation Safety.....	33
Bicycles.....	34
Crossing Guards.....	34
Rollerblades/Skateboards/Scooter.....	34
Safe Riding Practices.....	35
CHILD ABUSE.....	35
COMPUTER POLICY.....	35
Computer Network/Internet Agreement Form.....	37
DAMAGED/LOST INSTRUCTIONAL MATERIALS.....	38
DIRECTORY INFORMATION.....	38
DISCIPLINE.....	38
Rights and Responsibilities.....	38
Actions Leading to Disciplinary Action.....	39
Anti-Hazing Policy.....	41
DRESS CODE.....	43
EDUCATIONAL GOALS.....	44
ELECTRONIC DEVICES.....	45
FIELD TRIPS.....	45
GREEN CLEANING PROGRAMS.....	46

HEALTH SERVICES	48
Administration of Medication at School.....	48
Celebrations & Educational Experiences with Food.....	49
Communicable/Infectious Diseases.....	49
Health Assessment.....	50
Homebound.....	50
Illness and Injuries.....	50
Immunizations Absence.....	50
School Nurses.....	51
Screenings.....	51
HOMEWORK	51
LIBRARY/MEDIA CENTER	52
LOST AND FOUND	52
NONDISCRIMINATION – TITLE IX	52
TITLE IX GRIEVENCE FORM	55
PARENT INVOLVEMENT AND RESPONSIBILITIES	56
PEST MANGEMENT PROGRAM NOTIFICATION	57
PHYSICAL EDUCATION	57
PUPIL SERVICES	57
Confidentiality of Student Records.....	58
Individual Student Evaluation.....	58
Moving and Transferring Student Records.....	59
Planning and Placement Team Process.....	59
Section 504.....	59
Special Education Programs.....	60
Testing Program.....	60
REGISTRATION/ENROLLMENT	60
REPORT CARDS	61
Progress Report & Report Card Schedule.....	61
Grade K-5 Parent Guide to Standards-Based Report Cards.....	61
Key for Academic Expectations	62
Skills for Learning.....	62
SCHOOL PICTURES	63
SCIENTIFIC RESEARCH BASED INTEGRATION (SRBI)	63
SEXUAL HARRASSMENT	63
SUMMER INSTRUMENTAL MUSIC & THEATER ARTS CAMP	63
TOWN PROGRAMS	64
Family Resource Center.....	64
Head Start	64
Title I.....	65
VISITORS	65
VOLUNTEERS	66
WELLNESS POLICY	66
Nutrition Education.....	67
Physical Education and Activity.....	67
Student Nutrition.....	67
Classroom Standards.....	67
Marketing and Promotion of Foods in School.....	68
Measurement and Evaluation of Policy.....	68
<i>Elementary School Addresses & Map</i>	Back Cover

ADMINISTRATIVE OFFICES AT ALCORN SCHOOL

Superintendent of Schools

Christopher Drezek..... 860-253-6531

Deputy Superintendent of Schools

Andrew Longey..... 860-253-6533

Chief Personnel Officer

John Coccia..... 860-253-6556

Chief Academic Officer

Michelle Middleton..... 860-253-6549

Chief Education Technology Officer

Guy Bourassa..... 860-253-6512

Director of Pupil Services

Julie Carroll..... 860-253-4709

Director of Nutrition Services

Diane Edwards..... 860-253-6509

Curriculum Coordinators

Meghann Burr, Humanities..... 860-253-6513

John Dague, STEAM-Science & Technology Ed 860-253-5564

Dr. Kerry Wiley, STEAM-Math & Computer Ed 860-253-5167

Business Manager

Pat West..... 860-253-6526

Partnership Coordinator

Amy Witbro 860-253-6552

Attendance Officer

Richard Zaczynski..... 860-763-7411

Safety/Security Director

Gary Harrison..... 860-253-6525

Primary Schools – K-2:

Enfield Street School Katherine Reeves, Principal.....	860-253-6563
Hazardville Memorial School Lisa Hunter, Principal.....	860-763-7501
Henry Barnard School James Graham, Principal.....	860-253-6541

Intermediate Schools – 3-5:

Edgar H. Parkman School Irene Roman, Principal	860-253-6571
Eli Whitney School Anthony Brooks, Principal.....	860-763-7541
Prudence Crandall School Jennifer Miller, Principal.....	860-253-6463

EDUCATIONAL SUPPORT SERVICES

Music , Dr. Marilyn Goodnite.....	860-394-1987
Guidance , Sandra Ingalls.....	860-253-5551
Nursing Supervisor , Mary Ann Stroiney, RN, BSN.....	860-253-5544
Physical Education/Health , C. Brie Quartin.....	860-763-7585
Pupil Services	
Laurie Seigel (PK-2)	860-763-7564
Nancy Hayes (3-6).....	860-253-6516
Bridgette Birchall (7-12).....	860-253-6578
Reading , Adrienne Snow.....	860-763-8881
Speech & Language , Laurie Seigel.....	860-763-7564
Visual Arts , Richard Fahey.....	860-763-7031

HELP DIRECTORY

Building & Grounds , Mark Gahr.....	860-253-6361
School Closing Hotline	860-253-5170
Transportation , Smyth Bus Company.....	860-623-8775

< > = **No School-In Service Day**
 () = **No School-Vacation/Holiday**

KEY

' ' = **Parent/Teacher Conferences**
 > = **Early Release PM**

2017-2018 SCHOOL CALENDAR

AUG/SEPTEMBER

M	T	W	TH	F
28	*29*	<30>	<31>	1
(4)	5*	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27>	28	29

OCTOBER

M	T	W	TH	F
2	3	4	5	6
(9)	<10>	11	12	13
16	17	18	19	20
23	24	25>	26	27
30	31			

NOVEMBER

M	T	W	TH	F
		1	2	3
6	<7>	8	9	(10)
'13'	'14'>	'15'	'16'>	17
20	21	(22)	(23)	(24)
27	28	29	30	

DECEMBER

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13>	14	15
18	19	20	21	22
(25)	(26)	(27)	(28)	
(29)	(28)	29	30>	31

JANUARY

M	T	W	TH	F
(1)	2	3	4	5
8	9	10>	11	12
(15)	16	17	18	19
22	23	24	25	26
29	30	31		

Days requiring the emergency closing of school and/or snow days will be added to the last scheduled day.

FEBRUARY

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
(19)	<20>	21	22	23
26	27	28		

MARCH

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28>	29	(30)

APRIL

M	T	W	TH	F
2	3	4	5	6
(9)	(10)	(11)	(12)	(13)
16	17	18	19	20
23	24	25>	26	27
30				

MAY

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25

JUNE

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15*
18	19	20	21	22
25	26	27	28	29

In the event that school closings require that school be extended beyond June 30th, makeup days from that point will be deducted from April vacation beginning with the

“first day” of the vacation and working into the week.

School Calendar – 2017-2018

<u>Date</u>	<u>Event</u>	<u>Symbol</u>
August <*29*>	Staff Convocation Day	No School
August <30>	In-Service Day	No School
August <31>	In-Service Day	No School
September (1)	Summer Vacation	No School
September (4)	Labor Day Holiday	No School
September 5	Opening Day of School	Regular School Hours
September 27>	In-Service Afternoon	Early Release with Lunch
October (9)	Columbus Day Holiday	No School
October <10>	In-Service Day	No School
October 25>	In-Service Afternoon	Early Release with Lunch
November <7>	Election Day & In-Service Day	No School
November (10)	Veteran’s Day Holiday	No School
November ‘13’ & ‘15’	Parent/Teacher Conferences - Evening	Regular School Hours
November ‘14’>,’16’>	Parent/Teacher Conferences -Afternoon	Early Release with Lunch
November (22-24)	Thanksgiving Break	No School
December 13>	In-Service Afternoon	Early Release with Lunch
December (25-29)	Christmas Vacation	No School
January (1)	New Year’s Day Holiday	No School
January 10>	In-Service Afternoon	Early Release with Lunch
January (15)	Martin Luther King Holiday	No School
February (19)	Presidents Day Holiday	No School
February <20 >	In-Service Day	No School
March 28>	In-Service Afternoon	Early Release with lunch
March (30)	Good Friday	No School
April (9-13)	Spring Vacation	No School
April 25>	In-Service Afternoon	Early Release with Lunch
May (28)	Memorial Day Observed	No School
May 30>	In-Service Afternoon	Early Release with Lunch
June 14*, 15*	*Last Scheduled 2 days of School	*Early Release with Lunch



Note: *Days requiring the emergency closing of school and/or snow days, will be added to the Last Scheduled Day.

EPS SCHOOL HOURS			
Grade Level	Regular Hours	Two-Hour Delay	Early Release Days with Lunch
Head Start – Part Day Program	9:30 - 1:00	Cancelled	10:55 AM
Head Start – Full Day Program	Full Day Schedule	Use Head Start Two-Hour Delay Schedule	10:55 AM
EPS PK STEAM Academy	9:05 - 3:31	11:05 - 3:31	2:00 PM
Integrated Pre K - AM	8:35 - 11:10	Cancelled	11:10 AM
Integrated Pre K - PM	12:20 - 2:50	12:20 - 2:50	Cancelled
Primary (K-2)	8:55 - 3:21	10:55- 3:21	1:50 PM
Intermediate (3-5)	8:40 - 3:06	10:40 - 3:06	1:35 PM
Middle School (6-8)	7:48 - 2:36	9:48 - 2:36	1:00 PM
High School (9-12)	7:26 - 2:02	9:26 - 2:02	12:20 PM

EARLY RELEASE DAYS

Early release days for **parent/teacher conferences** and **staff in-service** are scheduled in the school calendar. Please refer to the chart above for school hours on these days: **September 27, October 25, November 14 & 16, December 13, January 10, March 28, April 25, May 30 and the last 2 days of school.** Lunch is served for EPS PK STEAM Academy and K-5 schools before dismissal for all early release days.

Occasions might arise necessitating the emergency closing of school during the regular school hours. Every child should be instructed by his/her parents as to what to do should an early dismissal occur. Lunch will be served for EPS PK STEAM Academy and K-5 schools for early release due to inclement weather.

ACCIDENT INSURANCE

Parents/guardians will have an opportunity to purchase voluntary student Accident Insurance for their children. Student Accident Insurance helps ease concerns by providing benefits for injuries that occur during school hours and or school sponsored activities. Parent/guardians will receive information about Accident Insurance in the parent information packets sent home with all students during the first week of school. Information and enrollment forms about Accident Insurance can be found on our website www.enfieldschools.org under the Parent Support heading, look for Health & Insurance and then click on Student Accident Insurance.

ANIMALS AND PETS

6155

In accordance with Board of Education Policy #6155, all requests to have animals in the classroom or on school property must be submitted to the principal in writing. Included in the request should be a description of the activity, type of animal, educational purpose/benefit, length of activity, and a plan for the care of the animal. The principal has the discretion to permit or deny the presence of animals. Parents are requested to provide a copy of their pet's immunizations to the principal for the safety and protection of the children in school as well as for the family's liability.

ASBESTOS

In accordance with state and federal regulations, an Asbestos Management Plan has been developed for all school buildings in the Enfield Public Schools System. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. A copy of the Management Plan for each specific school building is kept in the Principal's office for that respective school. If you have any questions regarding the Asbestos Management Plan, please do not hesitate to contact Mark Gahr, Facilities Manager, at (mgahr@enfield.org) or at (860) 253-6361.

ASSEMBLIES

There are times when classes, grades, teams or the entire school may gather for assembly programs. These programs are arranged to bring information or entertainment to the student community. A student's conduct in assemblies must meet the same standards as in the classroom.

ATTENDANCE

(GRADES K – 5)

5113

Connecticut law requires that children attend school regularly during the hours and terms that the public school is in session, unless specifically exempted from attendance by law. The Superintendent of Schools shall establish such procedures as deemed necessary to determine the cause of habitual truancy, including medical verification for excessive absence, and shall cooperate with other private and governmental agencies in correcting the causes thereof.

Experience indicates that regular school attendance is important for school success. These regulations reflect our belief that classroom learning activities are an essential part of the curriculum for all students and are intended to reduce tardiness and absence from class.

The Connecticut Board of Education adopted new definitions for an absence to be considered excused (see table on next page). It is important to note that while the first nine absences in a school year can be deemed excused for any reason the parent or guardian provides, the tenth and each subsequent absence establish a more stringent and specific set of reasons for the absence to qualify as excused.

In cases of an excused absence other than family-initiated travel, appropriate provisions will be made by school staff regarding assistance with missed assignments, homework, and tests. 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. However, students must be allowed to take make-up tests. The student’s Principal/Assistant Principal must be notified in writing of extended absences due to family-initiated travel.

The State Board of Education defines two levels of criteria for an absence to be considered an excused absence (see table below).

Level	Total # of Days Absent*	Acceptable Reasons for a Student Absence to Be Considered Excused	Documentation Required within 10 Days
1	One through nine	<ul style="list-style-type: none"> • Any reason that the student’s parent or guardian approves. 	Parent or guardian note only.
2	Ten and above	<ul style="list-style-type: none"> • Student illness (<i>Note: to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence’s length.</i>) • 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 required). • The lack of transportation that is normally provided by a district other than the one the student attends (parental documentation is not required for this reason). • Extraordinary educational opportunities pre-approved by district administrators. (Opportunities must meet certain criteria. See below for details). 	Parent or guardian note and in some cases additional documentation (see details of specific reason).

* Note: The total number of days absent includes both excused and unexcused absences.

Definitions

“In Attendance” shall mean a student is present at his/her assigned school/class, or an activity sponsored by the school (ex. field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion, should always be considered absent.

“Absence” means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.

“Truant” shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

“Chronically Absent Child” is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

“District Chronic Absenteeism Rate” means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

“School Chronic Absenteeism Rate” means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

EXCUSED ABSENCES (GRADES K – 12)

5113

A student’s absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student’s return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

- A. For absences one through nine, a student’s absences from school are considered excused when the student’s parent/guardian approves such absence and submits appropriate documentation; and
- B. For the tenth absence and all absences thereafter, a student’s absences from school are considered excused for the following reasons:
 - 1. 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);
 - 2. student’s observance of a religious holiday;
 - 3. death in the student’s family or other emergency beyond the control of the student’s family;
 - 4. mandated court appearances (additional documentation required);
 - 5. the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
 - 6. extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

UNEXCUSED ABSENCES (GRADES K – 12)

5113

A student’s absence from school shall be considered unexcused unless they meet one of the following criteria:

- 1. the absence meets the definition for an excused absence (including documentation requirements); or
- 2. the absence meets the definition of a disciplinary absence.

RESPONSIBILITIES

5113

Student:

- Report to school on time (Grades K-12)
- Follow the procedure for excused absences (Grades K-12)
- Report to class on time (Grades 6-12)
- Make-up work due to absence

Family:

- Call the appropriate school office to indicate that your child will be absent within 48 hours in order to avoid the legal ramifications of truancy
- Provide the school with updated and accurate contact information for parents/guardians and for emergency contacts
- Stress the importance of regular school attendance with your child
- Monitor attendance in the Enfield Public School database (PowerSchool Parent Portal)
- Have your child complete all missed work
- Schedule appointments after school hours
- Limit vacation to scheduled school vacations
- Contact the main office of the school to initiate a review of your child's absences
- Refer to grade appropriate Student-Family Handbook for detailed procedures

School:

- Keep accurate attendance records, including a record of calls or notes regarding absences or tardiness
- Notify parent/guardian of any absences from school (based on accurate contact information provided in PowerSchool)
- District attendance letters to parents as indicated below:
 - 5th absence letter #1
 - 9th absence letter #2
 - 10th absence letter #3
 - After the 10th absence letter #4 every 5th absence (ex. 15th, 20th, 25th etc.)
- Take all actions necessary to ensure the success of the students which may include parent/guardian conferences, counseling, and the use of community services to address student needs
- Publish attendance procedures in the Student-Family/Faculty Handbook

Community:

- Do all that is possible under current law to ensure that all students attend school regularly

EARLY DISMISSAL FROM SCHOOL (GRADES K-12)

5113

Any dismissal from school can only be authorized by the school office or building administrator(s). Parent(s)/guardian(s) that wish their child to be dismissed early should send the student to school with a signed note stating the time of dismissal. This note should be presented to the school administration before homeroom period or in the morning on the day of the dismissal. Parent(s)/guardian(s) are to sign out their child in the main office. For the protection and safety of the student, dismissals are routinely made only to the parent(s)/guardian(s) of that student. If there are special circumstances that necessitate someone other than the parent(s)/guardian(s) to pick up the student, their name should be stated in the dismissal note.

TARDY TO SCHOOL (GRADES K-12)

5113

Tardy to school is defined as a student that enters the school building after the start of the school day or homeroom period. Ensuring that a student arrives to school on time is a parental responsibility. If a student arrives late to school, they need to report to the school office/house office to sign in. The student needs to bring a signed note from a parent(s)/guardian(s) to explain their tardiness.

AUTOMATED PHONE MESSAGING SYSTEMS

The Enfield Public Schools utilizes a variety of systems (School-Messenger, Twitter, and our school website) to communicate with parents. The School-Messenger is an automated phone messaging system which gives school administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated. Administrators have the ability to send personally prerecorded messages to the entire school community, or they can tailor transmissions to smaller groups, when needed. You will still find relevant information regarding closings, delays, and early dismissals on television, radio, the district homepage www.enfieldschools.org, and the **snowline at 860-253-5170**. In an emergency, if you are unable to reach the school office **after 3:30 PM**, please call **860-253-6557** (Administrative Offices of the Enfield Board of Education) for assistance.

BACKPACKS

Students find it useful to carry book bags, duffel bags, and knapsacks. Students are allowed to carry/use these items to and from school only. The American Academy of Pediatrics (AAP) recommends that children should never carry backpacks that weigh more than 20% of their body weight. Students who do carry backpacks should distribute the load by putting the heaviest items, such as books and binders, closest to their back. The AAP also recommends that students use backpacks with padded straps and wear both straps tightened so that the backpack is close to the body. Care should be taken not to carry the backpack on one shoulder, as this uneven, heavy load can distort posture, causing muscle strain and fatigue.

BOARD OF EDUCATION

Board members are unpaid elected public officials with the responsibility for governance of the school district. The 2015-2017 Enfield Board of Education members are:

Thomas Sirard – Chairman 32 D’Annunzio Avenue	860-741-6936 <u>tsirard@enfieldschools.org</u>
Walter Kruzel – Vice Chairman 21 Charnley Road	860-749-5646 <u>wkruzel@enfieldschools.org</u>
Tina LeBlanc, Secretary 22 David Street	860-749-5560 <u>tleblanc@enfieldschools.org</u>
Vincent Grady 39 Guild Street	860-741-8479 <u>vgrady@enfieldschools.org</u>
Timothy Neville 25 Jewel Street	860-749-9042 <u>tneville@enfieldschools.org</u>
Richard Regnier 206 Abbe Road	860-763-3984 <u>rregnier@enfieldschools.org</u>
Charlotte Riley 55 Jondot Drive	860-593-9841 <u>criley@enfieldschools.org</u>
Stacy Thurston 18 Diamond Drive	860-253-0427 <u>sthurston@enfieldschools.org</u>
Lori Unghire 271 Abbe Road	860-763-2942 <u>lunghire@enfieldschools.org</u>

In order to perform its duties in an open and public manner and in accordance with state law, the Board of Education meets regularly on the second and fourth Tuesday of each month at 7:00 PM, except on legal holidays. The citizens of Enfield are invited to attend all meetings of the Board of Education. Most meetings, exclusive of executive sessions, are open to the public and are held in Council Chambers at Town Hall. The Board gives prior notice for any meetings held at any other school.

Meetings of the Board follow a planned and posted agenda. At a certain time in the agenda, the Board chairperson will recognize individuals who want to make a statement, not more than 5 minutes in length, or to express a viewpoint. In addition, if they give advance notice to the Superintendent, individuals with relevant issues for discussion may have such issues placed on a future Board agenda for a more thorough discussion of the topic.

The Board’s main purpose is policy setting designed to improve student learning. Board members are interested in the public’s opinion on district issues, which can assist them in formulating policy which reflects community values and expectations.

BULLYING

BULLYING, TEEN DATING VIOLENCE PREVENTION AND INTERVENTION POLICY

5131.9

The Enfield Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally, and intellectually safe and thus free from bullying, teen dating violence, harassment, and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying, teen dating violence behavior 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 Board of Education.

The Board also prohibits any form of bullying, teen dating violence behavior outside of the school setting if such bullying, teen dating violence (i) creates a hostile environment at school for the student against whom such bullying, teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying, teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying, teen dating violence is likewise prohibited.

Students who engage in bullying, teen dating violence behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension, and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying, Teen Dating Violence**" means the repeated use by one or more students of a written, verbal, or electronic communication, such as cyberbullying, teen dating violence, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) causes physical or emotional harm to such student or damage to such student's property;
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

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

For purposes of this policy, "**Cyberbullying**" means any act of bullying, teen dating violence through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the Enfield Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to, provisions which:

- (1) Enable students to anonymously report acts of bullying, teen dating violence to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying, teen dating violence;
- (3) require school employees who witness acts of bullying, teen dating violence or receive reports of bullying, teen dating violence 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, teen dating violence, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying, teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying, teen dating violence;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying, teen dating violence;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying, teen dating violence and the parents or guardians of students against whom such acts were directed no later than forty-eight hours after the completion of the investigation;
- (9) require each school to invite the parents or guardians of a student who commits any verified act of bullying, teen dating violence 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 to prevent further acts of bullying, teen dating violence;

- (10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying, teen dating violence in such school and to maintain a list of the number of verified acts of bullying, teen dating violence in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- (11) direct the development of case-by-case interventions for addressing repeated incidents of bullying, teen dating violence against a single individual or recurrently perpetrated bullying, teen dating violence incidents by the same individual that may include both counseling and discipline;
- (12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying, teen dating violence;
- (13) direct the development of student safety support plans for students against whom an act of bullying, teen dating violence was directed that address safety measures the school will take to protect such students against further acts of bullying, teen dating violence;
- (14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying, teen dating violence constitute criminal conduct;
- (15) prohibit bullying, teen dating violence (A) 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, and (B) outside of the school setting if such bullying, teen dating violence (i) creates a hostile environment at school for the student against whom such bullying, teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying, teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- (16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- (17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) 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, teen dating violence. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

Not later than January 1, 2012, the Enfield Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later

than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.

Legal References: Public Act 11-232, *An Act Concerning the Strengthening of School Bullying, teen dating violence Laws*

Conn. Gen. Stat. 10-145a
Conn. Gen. Stat. 10-145o
Conn. Gen. Stat. 10-220a
Conn. Gen. Stat. § 10-222d
Conn. Gen. Stat. 10-222g
Conn. Gen. Stat. 10-222h
Conn. Gen. Stat. §§ 10-233a through 10-233f

Policy Adopted: December 10, 2002
Policy Revised: November 25, 2008
Policy Revised: January 24, 2012
Policy Revised: May 12, 2015

SAFE SCHOOL CLIMATE PLAN

5131.9

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying, and teen dating violence and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence 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 Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (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. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;

- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

I. Definition of Bullying

- A. **"Bullying"** means 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 district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
 - 1. causes physical or emotional harm to such student or damage to such student's property;
 - 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - 3. creates a hostile environment at school for such student;
 - 4. infringes on the rights of such student at school; or
 - 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

II. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices, or any electronic communications.
- B. **"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, photoelectronic, or photo-optical system;
- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"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;

- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased, or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents, and school employees, and interventions with the bullied child, parents, and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education, and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.
- G. **"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.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by a local or regional board of education or working in a public elementary, middle, or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle, or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized, or authorized by the Board of Education.
- J. **"Teen dating violence"** means any act of physical, emotional, or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

III. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in district schools;

3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying, and responding to reports of bullying in the school.

IV. Development and Review of Safe School Climate Plan

- A. The Principal of each school shall establish a committee or designate at least one existing committee ("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/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) implement the provisions of the school security and safety plan, if applicable, regarding the collection, evaluation, and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, 4) review and amend school policies relating to bullying; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees, and parents/guardians on issues relating to bullying; 7) collaborate with the Coordinator in the collection of data regarding bullying; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification, and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school's in the school district's web site and ensure that the Safe School Climate Plan is included in the school district publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.

Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target

of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and 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. The Safe School Climate Specialist shall also be responsible for promptly notifying 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, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

V. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed, as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator

of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement
If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability, or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

I. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.

- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

II. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian, or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level, and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

III. Other Prevention and Intervention Strategies

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying" or "teen dating violence," as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee).

No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

ii. Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed

suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board, or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students and victims of teen dating violence

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- a. Referral to a school counselor, psychologist, or other appropriate social or mental health service;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan;
- f. Restitution and/or restorative interventions; and
- g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers, and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence are likely to occur;

- c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents, and school employees, and interventions with the bullied student, parents, and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education, and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents, or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution, and prevention of bullying and teen dating violence, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere;
- q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness, and self-regulation.

D. In addition to prevention and intervention strategies, administrators, teachers, and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers, and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal, or philanthropic sources.

IV. Improving School Climate

Enfield recognizes that a positive school climate is crucial in reducing or eliminating bullying, teen dating violence, harassment, or similar behavior/conduct in our schools. The measures described in this Safe School Climate Plan are designed to promote a positive school climate, and their successful implementation involves a partnership among administrators, teachers, other staff members, parents, and students themselves. This Plan is subject to periodic review and revision to assure that it effectively promotes a positive school climate. All members of the school community are encouraged to participate in that effort by conveying to the Safe School Climate Coordinator their questions, concerns, and recommendations regarding this Plan and its implementation.

Annually, each school in Enfield shall review its own Safe School Climate Plan in order to meet the requirements of this District Plan.

V. Annual Notice and Training

- A. Students and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention, and response to bullying as required by law.
- D. After July 1, 2014, any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

VI. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

Conn. Gen. Stat. § 10-222d
Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

Public Act 14-172, "An Act Concerning Improving Employment Opportunities Through Education And Ensuring Safe School Climates"

Public Act 14-232, "An Act Concerning The Review And Approval Of Safe School Climate Plans By The Department Of Education And A Student Safety Hotline Feasibility Study"

Public Act 14-234, "An Act Concerning Domestic Violence and Sexual Assault"

Adopted: January 24, 2012;
Revised: May 12, 2015



REPORT OF SUSPECTED BULLYING BEHAVIORS OR TEEN DATING VIOLENCE

**(School Employees Should File with the School Principal)
(Parents and Students May File with the School Principal or Any Other School Employee)**

Name of Person Completing Report: _____

Date: _____

Target(s) of Behaviors/Violence:

Relationship of Reporter to Target (self, parent, teacher, peer, etc.):

Report Filed Against:

Date of Incident(s): _____

Location(s): _____ Time: _____

Describe the basis for your report. Include information about the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.

Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have there been previous incidents (circle one)? Yes No

If "yes", please describe the behavior of concern, or the violence that occurred; include the approximate date(s) and the location(s):

Were these incidents reported to school employees (circle one) Yes No

If "Yes", to whom was it reported and when?

Was the report verbal or written?

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter Date Submitted Received By Date Received

Adopted: January 24, 2012
Revised: March 27, 2012
Revised: May 12, 2015



ENFIELD PUBLIC SCHOOLS

FORM B

INTERNAL INVESTIGATION NOTES FOR REPORTS OF BULLYING BEHAVIORS

For Staff Use Only:

Has student reporter requested anonymity? Y N

Does the school have parent/guardian consent to disclose that a complaint as to this student has been filed in connection with the investigation?

Y N

Administrative Investigation Notes (use separate sheet if necessary):

Series of horizontal lines for administrative investigation notes.

Bullying Verified? Yes ____ No ____

Remedial Action(s) Taken:

Series of horizontal lines for remedial action taken.

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitation to parent meetings, and records of parent meetings).

Adopted: January 24, 2012
Revised: March 27, 2012
Revised: May 12, 2015



ENFIELD PUBLIC SCHOOLS

REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use Only: _____

School _____ **Date** _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member report _____ Name _____

Parent/Guardian report _____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes ___ **No** ___

Remedial Action(s) Taken: _____

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____

If Bullying Verified, Have Invitation to Meetings Been Sent to Parents of Students Involved?

Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____

Date of Meetings:

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitations to parent meetings, and records of parent meetings).

Adopted: January 24, 2012
Revised: March 27, 2012
Revised: May 12, 2015



ENFIELD PUBLIC SCHOOLS

Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the Enfield Public Schools may wish to disclose the fact that this complaint has been filed in connection with investigation.

(Please check one):

_____ I hereby give permission for the Enfield Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

_____ I do **NOT** give permission for the Enfield Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

Date

Signature of Parent/Guardian

Name (Please print)

Adopted: January 24, 2012
Revised: March 27, 2012
Revised: May 12, 2015



ENFIELD PUBLIC SCHOOLS

Report of Teen Dating Violence/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of teen dating violence has been made on behalf of your child alleging that he/she has been the victim of teen dating violence. In order to facilitate a prompt and thorough review of the report, the [_____] Public Schools may wish to disclose the fact that this complaint has been filed in connection with its review.

(Please check one):

_____ I hereby give permission for the Enfield Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

_____ I do **NOT** give permission for the Enfield Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

Date

Signature of Parent/Guardian

Name (Please print)

Adopted: January 24, 2012
Revised: March 27, 2012
Revised: May 12, 2015

BUS CONDUCT

School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus. Students may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a Board policy or administrative regulation.

TRANSPORTATION AND SAFETY

Bus transportation shall be furnished by the Board of Education to resident public and parochial students living beyond the following limits based on most direct routes from students' homes to the edge of the school property.

Kindergarten - Grade 2 1 mile
Grades 3 - 5 1¼ miles

It is important for students to maintain good behavior on the bus in the interest of safety and for the well-being of all concerned. **Failure to comply with basic safety regulations may result in the loss of bus privileges and/or suspension from school.** Questions or concerns with bus schedules should be directed to:

Smyth Bus, Inc. at 860-623-8775.

For more information, please refer to the district website, www.enfieldschools.org home page (District Info; Transportation).



REGULATIONS

Missing the bus is not a valid excuse for tardiness or absence. Therefore, parents should have alternative transportation plans to ensure that their children arrive at school.

Written permission, checked by the school office, must be obtained from a parent before a child is excused from riding on the assigned bus. All students must board the bus at his/her designated bus stop in the morning and be released at his/her designated bus stop in the afternoon. It is the responsibility of the student to board the assigned bus promptly upon dismissal. **No child will be allowed to take a bus other than the one that has been assigned.** Any student who misses the afternoon bus must report to the principal's office. Contact will then be made with the parent, and the parent must arrange transportation for the student.

BICYCLES

A Bicycle Permission Slip signed by a parent or guardian must be submitted to the office before a student can ride his or her bike to school. Bicycles that are ridden to school must be **walked on and off the school property**. All students should lock their bicycles in the racks provided. The school is not responsible for damaged or stolen bicycles. All students are required to wear a helmet, per state law.

CROSSING GUARDS

Children should walk to school by the most direct public way. In most areas there are sidewalks. However, if this is not the case, children should follow good pedestrian rules and they should always cross at crosswalks. Crossing guards are located at busy intersections as determined by the Enfield Police Department. **Walking students are expected to walk directly home after school.** Information concerning location and time schedules of crossing guards may be obtained from the police department.

ROLLERBLADES/SKATEBOARDS/SCOOTERS

No rollerblades, Heelys roller shoes, skateboards, scooters, or similar devices are allowed on school grounds. Students are reminded to use extreme caution while rollerblading or skateboarding and to be careful of pedestrians.

SAFE RIDING PRACTICES

Every student riding a school bus must follow the proper and safe riding practices outlined by the school administration.

All students must:

1. Leave home early enough to arrive at the bus stop on time. Avoid having to run to catch the bus.
2. Wait for your bus at the designated stop in a safe place well off the roadway.
3. Board the bus in an orderly manner and take a seat.
4. Follow instructions of the school bus driver.
5. Remain in the seat while the bus is in motion.
6. Keep head and arms inside the bus at all times.
7. Keep aisles clear at all times.
8. Remain quiet and orderly.
9. Be courteous to the school bus driver and fellow passengers.
10. Be alert to traffic when leaving the bus. Do not cross immediately in front of the bus. Cross 10 to 15 feet in front of the bus and, at **all times**, be watchful for other vehicles which may not stop for the school bus.
11. To prevent exposure to students with special dietary needs (with food allergies), no eating or drinking on school buses is allowed per Board Policy 5141.25.

CHILD ABUSE

CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

All school employees, including teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraprofessionals, and other professional school staff including guidance 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 or sexual assault by a school employee 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, neglect, and sexual assault by a school employee is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse, neglect, or a sexual assault 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.

The Board of Education will post in each school the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in a conspicuous location frequented by students. Such posting shall be in various languages appropriate for the students enrolled in the school.

COMPUTER POLICY

COMPUTER NETWORK AND/OR INTERNET STUDENT ACCEPTABLE USE AGREEMENT POLICY

6141.32

The Board of Education provides computers, networks, and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff.

The purpose of this policy is to ensure that students utilize Enfield Public Schools' computers, networks, and Internet services for school-related purposes and is consistent with the Enfield Public Schools' stated mission, goals, and objectives. The Enfield Public Schools reserves the right to place restrictions on the material accessed or posted and to enforce all rules set forth in the Enfield Board of Education Policies, Administrative Regulations, and applicable local, state, and federal laws.

The district recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other

individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

Any student who violates this policy and/or any rules governing use of the Enfield Public Schools' computers networks and Internet services will be subject to disciplinary action, up to and including expulsion. Illegal uses of the school district's computers will also result in referral to law enforcement authorities.

All Enfield Public Schools' computers remain under the control, custody, and supervision of the Enfield Public Schools. Enfield Public Schools reserves the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers.

Each student authorized to access the school district's computers, networks, and Internet services is required to sign an acknowledgment form stating that they have read this policy and the accompanying regulations.

Malicious use of the Enfield Public Schools' computer network to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of the entity of the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, cyberbullying, or other antisocial behaviors are expressly prohibited.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email-messages, instant messages, text messages, digital pictures, images, and Web site postings.

The Superintendent or his/her designee shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the Board of the need for any future amendments or revisions to the policy/regulations. The Superintendent or his/her designee may develop additional administrative procedures/rules governing the day-to-day management and operations of the Enfield Public Schools' computers, networks and Internet services system, as long as they are consistent with the Board's policy. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

Reference: Administrative Regulation #6141.32
Policy Adopted: July 13, 1999
Policy Revised: June 26, 2012

COMPUTER NETWORK AND/OR INTERNET
STUDENT ACCEPTABLE USE AGREEMENT FORM

The **Enfield Public Schools Computer Network and/or Internet Student Acceptable Use Agreement** governs the use of computers, Local Area Networks, and the Internet in the classrooms, media center and/or computer labs.

This agreement must be read and signed by both the student and a parent/guardian and returned to the school. Access to **Enfield Public Schools Computer Network and/or Internet System** will not be granted until the agreement has been signed and returned.

Any student violating this agreement will be subject to disciplinary action based on Enfield Board of Education Policies and Administrative Regulations. Any student and his/her parents/guardian can be held financially liable for labor and associated costs incurred by the district if the student vandalizes property and/or violates this agreement.

By signing this statement, I acknowledge that I have read, understand, and agree to all terms as outlined in the **Enfield Public Schools Computer Network and/or Internet Acceptable Use Agreement**.

Student's Name	Year of Expected Graduation	Student's Address
Student's Signature		Date
Parent/Guardian's Name		Parent/Guardian's Telephone
Parent/Guardian's Signature		Date

The District recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

Reference: Policy #6141.32

- Adopted: June 25, 1999
- Revised: February 24, 2004
- Revised: August 28, 2007
- Revised: March 24, 2009
- Revised: June 19, 2012
- Revised: June 26, 2012

Form # 71

DAMAGED/LOST INSTRUCTIONAL MATERIALS

6161

It is the intent of the Board of Education to impose sanctions against students who damage school property, lose and/or damage textbooks, and any other educational materials. The Superintendent of Schools is authorized by the Board of Education to set regulations and adopt any guidelines necessary to carry out the intent of this policy.

In cases where students refuse to pay the charges for damaged and/or lost materials, grades, transcripts, and/or report cards will be withheld.

DIRECTORY INFORMATION

5125.3

The Enfield Board of Education shall give annual notice during the first week of each school year, and individually as students enroll during the remainder of each year, that the items listed below are considered "directory information."

Such items will be released by the schools at the discretion of the Superintendent of Schools, without further comment, unless the parent informs the principal of the student's school, in writing, within two weeks of the notification, any or all items he/she does not wish to be released, without prior written consent. The Enfield Public Schools defines the following as "directory information:"

Student's name and address	Grade level
Dates of attendance	Schools attended (in Enfield)
Honors or awards received	Participation in activities or sports

Representatives of the armed forces must have the same opportunity for access to this data as non-military recruiters, higher education representatives, and commercial concerns.

Policy Revised: September 10, 1984;

Reviewed: October 13, 2009

DISCIPLINE

RIGHTS AND RESPONSIBILITIES

The school is a community with rules and regulations, and those who would enjoy the rights and privileges it provides must also accept the responsibilities that membership demands. A basic responsibility is to respect and to obey its rules.

The Enfield Board of Education expects specifically that students

- ~ **will conform to reasonable standards of speech and conduct,**
- ~ **will not engage in any form of sexual harassment,**
- ~ **will refrain from violating or impairing the rights of others,**
- ~ **will not engage in conduct that deprives other students of an orderly atmosphere for study.**

The Board expects students to be appreciative of the opportunity for education offered to them and to regard as a privilege their attendance in the public schools of Enfield.

In recognition of the student's individual rights, the school administration will do everything in its power to maintain and facilitate the education program so that the individual needs of each student are met to the greatest possible degree. In order to provide a suitable learning environment, the administration has the inherent and statutory responsibility and power:

to maintain order and discipline in the schools and to remove the privilege of school attendance temporarily from any student whose conduct is harmful to the best interest of the whole school community.

When the privilege of school attendance is to be removed or curtailed for a specific period of time, the rights of the student and his parents will be fully recognized and provision will be made for due process as set forth in Board of Education Policy # 5131 regarding student discipline, rights and responsibilities.

ACTIONS LEADING TO DISCIPLINARY ACTION
INCLUDING SUSPENSION AND/OR EXPULSION

5131

Pages 3-5 Only

Conduct which may lead to disciplinary action, including but not limited to suspension and/or expulsion, includes conduct on school grounds or at a school-sponsored activity, and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff, or other persons.
2. Theft.
3. The use of obscene or profane language or gestures.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, or law enforcement authorities, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked.
8. A walk-out from or sit-in within a classroom or school building or school grounds.
9. Blackmailing, harassing, threatening, or intimidating school staff or students.
10. Possession of any weapon, weapon facsimile, deadly weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object.
11. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
12. Possession or ignition of any fireworks or other explosive materials, ignition of any material causing a fire.
13. Unauthorized possession, sale, distribution, use or consumption of synthetic substances, tobacco, drugs, narcotics or alcoholic beverages, or any substance that may cause physical and/or mental impairment. For the purposes of this Paragraph 13, the term "drugs" shall include, but shall not be limited to, any medicinal

- preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use, or consumption is illegal under state and/or federal law.
14. Possession of paraphernalia used or designed to be used in the consumption, sale, or distribution of drugs, alcohol, or tobacco, as described in subparagraph (13) above.
 15. The destruction of real, personal, or school property, such as, cutting, defacing, or otherwise damaging property in any way.
 16. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
 17. Trespassing on school grounds while on out-of-school suspension or expulsion.
 18. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
 19. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members, and/or law enforcement authorities.
 20. Throwing snowballs, rocks, sticks, and/or similar objects.
 21. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
 22. Leaving school grounds, school transportation, or a school-sponsored activity without authorization.
 23. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution.
 24. Possession and/or use of a radio, walkman, beeper, paging device, cellular telephone, walkie talkie, or similar electronic device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
 25. Unauthorized use of any school computer, computer system, computer software, Internet connection, or similar school property or system, or the use of such property or system for unauthorized or non-school related purposes.
 26. Possession and/or use of a laser pointer.
 27. Hazing.
 28. Bullying.
 29. Cyberbullying that creates a hostile environment at school for any student (a) infringes on the rights of a student at school or (b) substantially disrupts the educational process or orderly operation of the school.
 30. Any act of discrimination and/or retaliation against a person who reports or assists in the investigation of a bullying complaint.
 31. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.
 32. Any action prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the school community or school property.

ANTI HAZING POLICY

5131.7

VII. Purpose

The purpose of this policy is to maintain a safe learning environment for students and staff that are free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

VIII. General Statement of Policy

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aide, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Hazing activities are seriously disruptive of the educational process in that they involve students and violence or threats of violence. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

IX. Definitions

- F. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a school organization. The term hazing includes, but is not limited to:
 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to a risk of harm or that adversely affects the mental or physical health or safety of the student.
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

X. Reporting Procedures

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief or conduct, which may constitute hazing, shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the assistant principal, coordinator of athletics, assistant superintendent, or to the superintendent.
- C. Parents and/or students are asked to help school officials to detect and respond to any situation that may include hazing. Parents and/or students who observe or have knowledge of hazing practices should report all information to the building principal for investigation.
- D. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct, which may constitute hazing, shall inform the building principal immediately.
- E. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignment.

XI. School District Action

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district will take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including school district policies and regulations.

XII. Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

XIII. Dissemination of Policy

This policy shall appear in each school's parent and student handbook, the athletic handbook, and in each school's staff handbook.

DRESS CODE

5132

1. The Enfield Board of Education declares that appropriate dress is essential in order to create and maintain the best educational environment for the students in the Enfield Public Schools. This environment must allow students to learn and teachers to teach without distraction or disruption to the learning environment as well as be indicative of the dignity, pride and respect which our students have for our school, our community and for themselves.
 - A. Restrictions on freedom of student dress shall be applied whenever the mode of dress in question:
 - 1) Is not clean, modest, and appropriate to the school situation;
 - 2) Disrupts the educational process;
 - 3) Constitutes a safety or health hazard for the student or those around the student;
 - 4) Damages school property;
 - 5) Is contrary to law.
2. Restrictions on freedom of dress and adornment may not:
 - A. Reflect discrimination as to civil rights;
 - B. Enforce particular codes of morality or religious tenets.
3. The Superintendent of Schools shall develop administrative regulations with respect to student dress through cooperative planning with staff, students and parents. Such regulations would be subject to approval by the Board of Education.

Policy Adopted: August 31, 1966
Policy Amended: July 12, 1994
Policy Reviewed: September 22, 2009
Policy Reviewed: June 28, 2016

EDUCATIONAL GOALS

6120

The school personnel will provide the student, consistent with a realistic evaluation of their own abilities, the opportunities to:

- 1. Learn to communicate.**
 - a. Master the skills needed for effective reading, writing, speaking, and listening.
 - b. Develop the ability to communicate ideas and feelings.
 - c. Learn to constructively examine and use information.

- 2. Develop a concept of self-worth, pride in self, and pride in work.**
 - a. Develop moral responsibility and a sound ethical and moral behavior.
 - b. Develop self-understanding.
 - c. Develop pride in one's own achievements and progress.

- 3. Recognize the necessity of developing the intellectual curiosity to pursue learning as a continuing, lifelong process.**
 - a. Demonstrate decision-making, reasoning, and problem-solving skills individually and in-groups.
 - b. Demonstrate good study skills and skills necessary for lifelong learning.

- 4. Develop an awareness of the need for self-discipline and self-control.**
 - a. Develop the capacity to discipline one's self in work, study, or play.
 - b. Develop standards of personal character.

- 5. Learn to respect and accept others.**
 - a. Learn to respect authority.
 - b. Develop an understanding of and empathy for others.
 - c. Develop a cooperative attitude toward living and working with others.
 - d. Learn to appreciate and understand the people and the social and political attitudes of other cultures.

- 6. Develop the knowledge and skills necessary for gainful employment and/or further education.**
 - a. Gain a general education sufficient to enter an institute of higher education.
 - b. Develop an awareness of the requirements for and knowledge of specific information about a particular vocation.
 - c. Develop the ability to use information and counseling services related to job selection.
 - d. Acquire the knowledge of science and technology, mathematics, history, social sciences, fine and performing arts, literature, and languages.
 - e. Acquire the knowledge necessary to use computers and other technologies for learning and problem solving.
 - f. Acquire an understanding and appreciation of the values and the intellectual and artistic achievements of one's own culture and other cultures
 - g. Take full advantage of opportunities to explore, develop, and express one's own uniqueness and creativity.

7. **Develop the skills, knowledge, and values necessary for responsible citizenship.**
 - a. Develop an understanding of the obligations and privileges of citizenship in our democracy.
 - b. Develop an understanding of our American heritage.
 - c. Develop patriotism and loyalty to the ideas and ideals of democracy in America.
 - d. Acquire an attitude of respect for personal and public property.
 - e. Understand and respond to the vital need for order under law.

5. **Learn wise use of resources, both personal and public.**
 - a. Develop good habits in using the environment.
 - b. Become a knowledgeable consumer in our free enterprise economy.
 - c. Become skilled in managing money and property.

6. **Understand the attitudes and skills necessary for continued growth to be self-reliant in every-day living.**
 - a. To be able to adjust to the changing demands of society.
 - b. Develop an awareness of and ability to adjust to a changing world.

7. **Acquire and develop appropriate activities and attitudes, which will promote increased awareness of the importance of safety, good health, and well-being, both physical and mental.**
 - a. Understand human growth and development, the functions of the body, human sexuality, and the lifelong value of physical fitness.
 - b. Understand and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness, and management of stress.

11. **Learn the skills of family living.**
 - a. Understand and accept the responsibilities of living in a family.
 - b. Develop an awareness of future family responsibilities.

12. **Learn wise and enjoyable use of leisure time.**
 - a. Learn appreciation of and involvement in the arts.
 - b. Pursue intellectual and physical activity.

Reaffirmed: June 23, 2009

ELECTRONIC DEVICES

Cell phones and other electronic devices are allowed on school property with written permission from the parent or guardian. Use of electronic devices during the school day is limited to school-directed, educational activities only.

FIELD TRIPS

In-town and out-of-town class trips, which are correlated to our curriculum goals and objectives, are encouraged. A permission slip with all the necessary information concerning each trip, including any charges, will be sent home prior to the trip for the parent's signature. No child will be permitted to participate without parental permission.

GREEN CLEANING PROGRAM

3513.1 A.R.
CT P.A. 09-81

The State of Connecticut is requiring that each local and regional board of education implement a green cleaning program for all school buildings and facilities in its district.

Enfield Public Schools is committed to the implementation of this law by providing the staff and, upon request, the parents and guardians of each child enrolled in each school with a written statement of the school district's green cleaning program, as well as making it available on its web site annually. The administrative regulation will also be distributed to new staff hired during the school year and to parents or guardians of students transferring in during the school year.

1. Green cleaning program means the procurement and proper use of environmentally preferable cleaning products, as defined by the Department of Administrative Services (DAS), for all state owned buildings, schools, and facilities. DAS currently requires that environmentally preferable cleaning products be independently certified by one of two third party certified organizations: *Green Seal or Eco Logo*
2. By July 1, 2011 and thereafter, no person shall use a cleaning product in a public school unless it meets the DAS standard.
3. The types of cleaning products covered in this legislation include: general purpose, bathroom, and glass cleaners, floor strippers and finishes, hand cleaners and soaps. The preferred green cleaning products used by this school district are listed on Attachment "A".
4. Disinfectants, disinfectant cleaners, sanitizers, or antimicrobial products regulated by the federal insecticide, fungicide, and rodenticide act are not covered by this law.

The following statement will be part of this school district's program as stated in the new law;

"NO PARENT, GUARDIAN, TEACHER, OR STAFF MEMBER MAY BRING INTO THE SCHOOL FACILITY ANY CONSUMER PRODUCT WHICH IS INTENDED TO CLEAN, DEODORIZE, SANITIZE, OR DISINFECT"

The implementation of this program requires the support and cooperation of everyone including administrators, faculty, staff, parents, guardians, and facilities staff. Any questions concerning the program can be directed to:

Town of Enfield, Building & Grounds at 860-253-6361.



Green Cleaning Product List

This chart lists the types, names, and manufacturers of the green products used by this school district as well as the location/area of application and schedule of when each is used.

Product	Name	Manufacturer	Area	Frequency
Glass & Multi-Surface Cleaner	PC102	MD Stetson	Glass	As Needed
Spray & Wipe Cleaner	PC108	MD Stetson	Flat surfaces	As Needed
Neutral & Glass Cleaner	PC101	MD Stetson	Floors and Glass	Daily
Non-Acid Restroom & Shower	PC116	MD Stetson	Lavs and Locker Rooms	As Needed
Peroxide Multi-Surface Cleaner	PC120	MD Stetson	Building Wide	Daily
Pre-Spray & Spot Remover	PC113	MD Stetson	Carpets	As Needed
Suprox Peroxide Cleaner		Hillyard	Floor Cleaners	Daily
Top Clean		Hillyard	Flat Surfaces	Daily
Super Shine		Hillyard	Flat Surfaces	Daily
Glass Cleaner	Skylight	Ramsey	Glass/mirrors	Daily
Multi-Surface Cleaner	Freefall	Ramsey	Flat Surfaces	Daily
Floor Stripper		Ramsey	VCT Floors	Annually
Hand Soap	Foam	gojo	Hand Cleaning	As Needed

March 29, 2011

HEALTH SERVICES

A child's readiness to learn depends upon many factors, not the least of which is the child's health. Understanding both the importance and responsibility to ensure each child's health, the State of Connecticut has laws and the Enfield Board of Education has policies which mandate certain responsibilities upon both the parents and the schools.

Administering Medicine at School

A Medication Authorization Form* is required **each** time any medication is to be administered in school.

This form is **required** by the **State of Connecticut and the Enfield Board of Education**, should your child require medication during the school day for the upcoming year.

THE FORM

The form **must** be signed by the authorized prescriber who orders the medication. Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse, or physician assistant and, for interscholastic and intramural athletic events only, a podiatrist. Optometrists, advanced practice registered nurses, physician assistants, and podiatrists must be licensed in Connecticut. It **must** be signed by the parent.

THE MEDICATION

The Enfield Board of Education policy and CT state law requires that medication **must** be brought in by a parent or other responsible adult (over the age of 18) and given directly to the nurse. This person must remain to count the medication and to sign a form that verifies the amount.

Medication **must** be in a pharmacy bottle, properly labeled if it is a prescription, and contain no more than a 3 month supply. Samples **must** be labeled by the authorized prescriber who orders the medication. If it is an over the counter medication** (i.e., Tylenol, Tums, Advil, or Motrin, etc.), the medication **must** be brought in the original unopened container.

Any medication remaining **must** be picked up by a parent or other responsible adult by the last day of school or within one week when a medication is discontinued.

Students are permitted to carry on their person and self-medicate with asthma inhalers and epi-pens provided the appropriate medication authorization forms are on file in the nurse's office.

Students may self-administer insulin through injection or insulin pump provided the appropriate medication authorization forms are on file in the nurse's office.

*Medication Authorization Forms are available in the health room and online at: www.enfieldschools.org/healthservices.

** Cough drops may be kept and used in the health office with a note from the parent/guardian.

*** Bug repellent & sunscreen may be brought in for field day, if labeled with the student's name and a note from the parent/guardian.

Celebrations & Educational Experiences with Food

1. No home-baked foods of any kind may be brought into school to share.
2. Celebrations, which include the consumption of shared food, are limited to one per month in each class and must include healthy choices.
3. Pre-approval to have an educational experience during which food is to be shared must be given by the principal.
4. All parents/guardians must be given prior written notice (i.e., pizza from XYZ) every time food is to be shared for a celebration or educational experience.
5. Any food purchased in a store or bakery must be brought to the nurse's office for approval with the following conditions:
 - a. Food must be in the original and sealed packaging (i.e., individual cracker packages must be brought in the multi package).
 - b. Ingredients must be clearly visible (for the nurse to read).
6. No beverages other than water are allowed outside of lunch in classes, study halls, or hallways.

Please note this does not affect a student's individual snack or lunch brought from home. These steps are for food shared at school.

Communicable Disease Control

Children should be observed before being sent to school to be sure they are free of any signs of disease, such as headache, upset stomach, sore throat, runny nose, rashes, flushed face, red and watery eyes.

A child with a beginning cold should be kept at home for 24 to 48 hours. Many contagious diseases begin with signs of a cold. Prompt isolation of these children from others will help prevent spreading of the disease. The following are the isolation requirements of the Connecticut State Department of Public Health in regard to some of the more common communicable diseases:

<u>Chickenpox</u>	Remain out of school until all primary lesions have healed, 5 to 7 days from onset of symptoms.
<u>Head Lice</u>	Re-entry is permitted when student no longer has an active infestation which will be determined through examination by the school nurse.
<u>Strep</u>	Remain out of school for 24 hours after their first dose of medication to prevent the spread to other students.
<u>Conjunctivitis</u>	(pink eye) with discharge; remain home until the prescribed treatment has been given for 24 hours and/or the discharge stops.

Students must be without fever, vomiting, or diarrhea for 24 hours before returning to school.

Students must return to school with a note from their parent/guardian stating reason of absence. Notes from health care professionals should be provided when appropriate.

Health Assessment

It is the responsibility of the parents to provide school authorities (principals, nurses) with proof of a pre-entry health assessment*.

In addition, health assessments* are also mandatory in grades 6 and 10. For those students eligible for free or reduced priced lunch, the Enfield Public Schools will provide the health assessment in grades 6 and 10, if parents request.

***Exceptions**

- 1) Those who present a statement from parents or guardian indicating that immunizations or health assessment would be contrary to the religious beliefs of the child.
- 2) Those who present a letter from a physician indicating that immunization is medically contraindicated.

Homebound Instruction

Students who have been certified by a physician as being unable to attend school for a period of 10 consecutive school days due to illness are eligible for homebound instruction. A schedule of 5 hours per week will be arranged between the parent and the tutor. This service allows the student to keep abreast of the classroom work being accomplished. A parent's signed request, along with the district's medical form, is needed to initiate this service.

Illness and Injuries

Students needing attention for illness or minor injuries will be cared for by the school nurse or in case of his/her absence, other school personnel. If it is necessary for a child to be sent home due to a serious accident or illness, the parent will be notified. The parent or his or her designee is expected to pick up the child in the school office as soon as possible.

It is vital that parents arrange to provide two emergency names and telephone numbers for the school's use in the event a parent cannot be contacted by telephone either at home or at his/her place of employment. The school must be notified of any changes in telephone numbers, including unlisted numbers and healthcare providers, in order to keep this information current. Unlisted numbers are kept strictly confidential.

Students absent or dismissed from school during the school day due to health reasons will not be allowed to participate in after school or evening events that day.

Immunizations

Each child shall be immunized against poliomyelitis, measles, mumps and rubella, diphtheria, tetanus, pertussis (whooping cough), varicella, hepatitis A & B, and hemophilus influenza Type B before being permitted to attend school*. For students entering the Enfield Public Schools from out-of-state, a mantoux (TB test) must be planted and read by the health care provider prior to entry. For individualized grade requirements, please see the Health Services Manual available at your school. Standards of proof of immunization or verification shall be those established by statute and regulation.

School Nurses

Each elementary school has a full-time registered nurse assigned. The nurse is available for first aid procedures and the administration of medicines (by physician's orders only). School nurses do not diagnose specific illnesses. In the case of illness, you will be notified so that medical diagnosis and necessary treatment can be secured from your physician.

Screenings

School nurses provide the following mandated screenings for students in the following grades.

Vision	Students in Grades K – 5
Hearing	Students in Grades K – 3, 5
Scoliosis	Students in Grades 5

HOMEWORK

It is the policy of the Enfield Board of Education to have some directed homework beyond the regular school day. All homework assignments should have a sound educational purpose.

Homework shall be properly designed, carefully planned, and geared to the development of the individual student. Homework is assigned to help the student become more self-reliant, learn to work independently, improve the skills that have been taught, and complete certain projects, such as the reading of worthwhile books and the preparation of research papers. Home study assignments also afford a way for parents to acquaint themselves with the school program and their own children's educational progress. A quiet time and place should be provided at home for the student to do homework.

Homework is a learning activity which should increase in complexity with the maturity of the pupil. It should be a gradual, progressive, and indispensable experience for all pupils. The student should spend the average amount of time shown below on homework **at home.**



<i>Grade</i>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<i>Minutes Daily</i>	*	15	20	25	30	45

*** Home-School Activities:**

These activities may be sent home to reinforce content skills delivered through the Kindergarten curriculum. Parents are encouraged to support students' learning on a regular basis.

Classwork which was not completed in school and must be completed at home, should not be considered part of a student's homework assignments. Teachers are encouraged to minimize homework over weekends and/or school vacations.

LIBRARY/MEDIA CENTER

Enfield's elementary library program offers a variety of current print and non-print materials which support and enrich the curriculum. A full range of system-wide services are coordinated by a certified library/media specialist. There is unified curriculum in library skills for students from kindergarten through Grade 5. An appreciation and awareness of the world of literature is encouraged.

Classes visit the library on a weekly basis, and materials may be checked out at any time. Volunteers are an active and welcome part of the program. Please contact your building library aide if you would like to volunteer.

Books in circulation are in good condition. Students are expected to maintain the condition of a book/books upon check out and to return the book/books in the same condition within the established time frame. Lost books and books damaged beyond repair are to be paid in full before the last day of school. If lost books are found after paying, the money will be refunded.

LOST AND FOUND

Articles of clothing, books, school bags, and lunch boxes that are marked with the child's name will be returned to the owner immediately. Articles found at school are to be taken to the Lost and Found section where they may be claimed. Unclaimed items may be donated to charitable organizations.

NONDISCRIMINATION - TITLE IX

5410

It is the policy of the Enfield Board of Education not to discriminate on the basis of gender in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments or on any other basis prohibited by Connecticut State and/or Federal Non-Discrimination Laws.

Inquiries regarding compliance with Title IX may be directed to the Title IX Coordinator. The Board of Education appoints the Superintendent of Schools or his designated agent as Title IX Coordinator.

The Board shall, at least annually, notify all students, parents, and employees of the name, address and telephone number of the Title IX Coordinator.

ADDRESS

The U.S. Department of Education, Office for Civil Rights has moved. To ensure correspondence is received, use the complete address as shown:

Office for Civil Rights/ED
8th Floor
Post Office Square, Suite 900
Boston, MA 02109-3921

The phone numbers remain the same:

Main Line: (617) 289-0111

Email address: ocr.boston@ed.gov

GRIEVANCE PROCEDURE FOR TITLE IX

Section 1 - Definitions

- a. A "grievance" is a complaint alleging action by the school system in violation of Title IX or the implementing regulations.
- b. "Title IX Coordinator" means the employee designated by the school system to coordinate its efforts to comply with and carry out its responsibilities under Title IX and the implementing regulations.
- c. "Student" means a person enrolled in one of the schools operated by the Enfield Public School System.
- d. "Superintendent" means the Superintendent of Schools or his designee.

Section 2 - Procedure

All grievances brought by students or employees shall be handled in the following manner:

LEVEL ONE - Principal/Immediate Supervisor

Within twenty (20) days of the time that the grievant knows or should have known of the violation, he/she shall present the grievance orally to the building principal (if the grievant is a student) or to the immediate supervisor (if the grievant is an employee). Within ten (10) days after presentation of the grievance, the principal or immediate supervisor shall orally answer the grievance.

LEVEL TWO - Title IX Coordinator

- a. Within five (5) days of the oral answer, if the grievance is not resolved, it shall be stated in writing, signed by the grievant, and submitted to the Title IX Coordinator on the form provided as part of this procedure.
- b. The grievance shall (1) name the employee or student involved, (2) state the facts giving rise to the grievance, and (3) indicate the specific relief requested.
- c. Within twenty (20) days after receiving the written grievance, the Title IX Coordinator shall give his answer in writing to the grievant.

LEVEL THREE - The Superintendent of Schools

- a. If the grievance is not resolved in step two, the grievant may, within five (5) days of receipt of the Title IX Coordinator's answer, appeal to the Superintendent of Schools by filing the grievance and the Title IX Coordinator's answer, along with any written response of the grievant to the Title IX Coordinator, with the office of the Superintendent of Schools.
- b. The Superintendent of Schools shall meet with the aggrieved person in an effort to resolve the grievance within ten (10) days after receipt of any written grievance properly filed with the Superintendent's office and shall render his decision to the grievant in writing within ten (10) days after such meeting.

LEVEL FOUR - The Board of Education

If the grievant is not satisfied with the actions of the Superintendent of Schools within twenty days, the grievant may appeal the actions of the Superintendent of Schools in writing to the Board of Education. The Board of Education shall hold a hearing within fifteen (15) days of receipt of such written request and shall decide what, if any, remedies are necessary to eliminate the practices deemed discriminatory. The Board of Education shall notify the grievant in writing of its decision within five (5) days after such a hearing.

Section 3 - Failure to Observe Time Limits

In the event that the grievant fails to exhaust its remedies under the grievance procedure provided above, or to abide by the time limits with respect to each step, the grievance shall be presumed to be abandoned and the matter shall be settled in accordance with the school system's last answer thereto. In the event the school system fails to give its answer at any step within the time limits prescribed, the grievant shall have the right to proceed immediately to the next step. Any time limit may be extended by written mutual agreement of the grievant and the school system.

Section 4 - Effect of Settlement

Any settlement of a grievance shall be applied so as to benefit any and all persons affected by the grievance. The Board of Education will immediately begin to make whatever changes are necessary to comply with the settlement of a grievance and the regulations set forth under Title IX.

NON-DISCRIMINATION (Title VI, Title IX, Section 504)

It is the policy of the Enfield Board of Education not to discriminate on the basis of race, color, sexual orientation, national origin, sex, or handicap in its educational programs, activities, or employment policies as required by Title VI, Title IX, and Section 504. All courses and activities offered by Enfield Schools are open to any student. All inquiries regarding compliance should be directed to your building principal. The **Title VI Coordinator** (*race, color, national origin*) is Mrs. Julie Carroll, Director of Pupil Services, 1010 Enfield Street, Enfield, CT 06082, Telephone 860-253-6518; **Title IX Coordinator** (*sex equity*) is Mr. Andrew Longey, Deputy Superintendent of Schools, 1010 Enfield Street, Enfield, CT 06082, Telephone 860-253-6533; and the **Section 504 Coordinator** (*handicapped*) is Mrs. Julie Carroll, Director of Pupil Services, 1010 Enfield Street, Enfield, CT 06082, Telephone 860-253-6518.

ENFIELD PUBLIC SCHOOLS
ENFIELD, CONNECTICUT

Administrative Regulation 5410

TITLE IX GRIEVANCE FORM

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, national origin, sex or handicap may discuss and/or file a grievance with the Title IX Coordinator. Reporting should take place within twenty (20) calendar days of the alleged discrimination. Title IX Coordinator is:

Andrew Longey
Enfield Public Schools
Deputy Superintendent of Schools
1010 Enfield Street
Enfield, CT 06082
860-253-6532

NAME OF COMPLAINANT: _____

STUDENT EMPLOYEE APPLICANT PARENT/GUARDIAN

Home Address : _____

Phone: _____

Date of Claim: _____

Date of Incident: _____

State Grievance Issue:

(include all pertinent information – who, how, where, when, how often, feelings, witness.)

State Relief Requested:

Please attach any additional information/document necessary.

SIGNATURE OF COMPLAINANT: _____

SIGNATURE OF TITLE IX COORDINATOR: _____

DATE RECEIVED: _____

Forms are available from Title IX Coordinator, Director of Human Resources, Coordinators of Pupil Services, Administrators and Guidance Offices.

Revised: July 1, 2017

PARENTAL INVOLVEMENT AND RESPONSIBILITIES

1240

The Enfield Board of Education recognizes parents are important participants in the education of children. Parent involvement in a child's education is a major factor in improving school effectiveness, the quality of education, and a child's academic success. Therefore, the Enfield Public School System will promote an environment in which parents are valued as primary influences in their children's lives and are essential partners in the education of their children.

The Enfield Board of Education will involve parents in the development of a Title I plan and the process of school review and improvement. This will be accomplished by holding school meetings at varying times during the day and varying locations. These plans will be shared with parents through written communications and meetings, which allow input from parents. The district's administrators will work to plan effective parent involvement activities. At district wide meetings, Principals will share information about their school's activities to improve student academic achievement and school performance. The School System will coordinate their efforts with Enfield's Head Start, Pre-School, and Daycare Programs through regular meetings of the School Readiness Council.

All parents/families and educators should make family involvement in education a priority. Thus, the Board of Education commits to providing support, coordination, and training for school staff and parents to implement and sustain appropriate parent involvement. The District shall also provide information and training to staff on the contribution parents can make to the educational process.

Teachers, parents, and administrators need to work together to ensure the success of all students. Communication is a key component in this collaboration. Thus, the Board of Education commits to the establishment of effective two-way communication between all parents/families and schools, respecting the diversity and differing needs of families. The Board of Education established a Home-School-Community Partnership Program to provide coordination, technical assistance, and other support necessary to facilitate parental involvement activities and communication.

Conditions in the home significantly influence a child's achievement in school. Parents and family members, as their primary teachers, play a vital role in the intellectual, social, and emotional growth of their children. Thus, the Board of Education is committed to support parent involvement programs, which include parent education, providing materials, and activities that will assist parents and families in supporting classroom learning and their children's achievement. Assistance will be provided for parents in understanding the State's academic standards, assessments, and how to monitor a child's progress.

Families need to be included in the workings of schools in many different ways to make them feel an essential part of the educational process. Thus, the Board of Education will commit to seeing that the schools develop new and more meaningful ways for parents to be actively involved in their children's education.

Improved student achievement must be the shared responsibility and ultimate goal of parents, teachers, the school system as a whole, and the community at large. The Enfield School System will follow a course of action that will make parent involvement an ongoing process that is viewed as a valuable resource in all children's education.

The Board will annually review this policy with administrators and parents and survey all partners to evaluate its content and effectiveness. Principals will present their efforts throughout the year and discuss plans for the upcoming year. Principals and parents will discuss barriers to parent involvement along with possible solutions. Special attention will be paid to identify and involve any group of parents not participating. These discussions and findings may be used to revise this policy.

The District shall ensure that information communicated to parents is in an understandable format and is adaptable if needed. Parents will be consulted in order to achieve this goal.

Policy Adopted: March 8, 1994
Policy Revised: May 11, 2004
Policy Reviewed: August 25, 2009

PEST MANAGEMENT PROGRAM NOTIFICATION

Annual notification of the Enfield Board of Education **Policy 3512 “Pest Management Program”** is as follows:

- 1) No pesticides, as described by P.A. No. 99-165, will be applied in school buildings or on school grounds without sufficient health and safety reasons as determined by the Pest Management Coordinator.
- 2) Pesticides may only be applied by a “pesticide applicator” as defined by P.A. No. 99-165 and Sec. 22a-54 of the General Statutes.
- 3) No application of pesticides may be made in any building or on school grounds during regular school hours or during planned activities at the school, except an emergency application.
- 4) Parents or guardians of children and school staff may register for prior notice of any pesticide applications at their school.

Mark Gahr, Town of Enfield Building and Grounds, is available to answer any questions at 860-253-6361.

PHYSICAL EDUCATION

Students are required to wear the proper clothing and sneakers to school for the physical education classes.

PUPIL PERSONNEL SERVICES

Pupil Personnel Services provides a range of services to accommodate the needs of students who have been identified as eligible for special education services through the Planning and Placement Team (PPT) process. Services may include: speech/language, counseling, occupational and physical therapy, and specialized instruction. Services are provided in the **least restrictive environment**.

Pupil Personnel Services is also responsible for school health policies, the school nursing program, custody and maintenance of confidentiality of school records, home instruction for those students who are physically unable to attend school, individual student evaluations for disabilities, and identification for giftedness.

CONFIDENTIALITY OF STUDENT RECORDS

Confidentiality of student records is strictly maintained in accordance with *FERPA* (Family Educational Rights and Privacy Act). Only authorized school personnel involved with the student's educational program may have access to a student's record. Parents or legal guardians have the right to review their child's record and may do so with a school official present following a written request for an appointment for this purpose. No information will be sent to another agency without the written consent of the parent or guardian or student of legal age. However, the school does have the right to send grades and attendance records upon the request of another school agency to whom a student has already transferred without prior authorization to release information.

Once a student attains the legal age of eighteen, all rights to review or release his/her school records are assumed by the student.

INDIVIDUAL STUDENT EVALUATION

Pupil Personnel Services is involved in a continuous "Child Find" effort to identify those children, from birth to age 21, who may be at risk for failure in regular education.

An individual diagnostic evaluation may be given to any child who has been referred to a Planning and Placement Team (PPT) for a possible need of special education services.

A child may be referred to the Student Assistance Team (SAT) by parent/guardian, staff, or other concerned individual at any time. This process is the responsibility of regular education. It is the vehicle for reviewing a student's needs, planning strategies and modifications, and reviewing progress, as well as providing documentation of all efforts made to assist the student. This is a process, which is designed to support regular education students and must be carefully distinguished from the Planning and Placement (PPT) process.

The PPT process is specifically designed for potential and identified special education students. A PPT is composed of the child's parent(s), a school administrator, classroom teacher, special education teacher, and a pupil services representative (i.e., speech/language pathologist, counselor or school psychologist).

Referrals of preschool age children for evaluation are generally made by physicians, hospitals, the Visiting Nurses Association, Head Start, day care centers, private nursery schools, and other child-oriented state or private agencies, as well as by parents. These referrals are reviewed at a PPT to determine what evaluations may be required. Upon completion of testing, the team reconvenes as a PPT to determine eligibility for special education programming and/or services.

Referrals of school age children for an evaluation may be made by their parents, teachers, principals, or counselors. However, no formal evaluation is conducted without a Planning and Placement Team meeting.

Dependent upon a student's needs, school evaluation may be conducted for any of the following: intellectual level of functioning, academic achievement level, developmental age level, learning disabilities, reading ability, speech and language proficiency, or giftedness. Physical therapy and occupational therapy evaluations may also be administered with the medical authorization of the student's physician.

These evaluations are administered by appropriate school staff including the school psychologist, school counselor, speech and language pathologist, occupational therapist, physical therapist, and special education teacher. Re-evaluations are conducted triennially for all students who receive special education.

MOVING AND TRANSFERRING OF RECORDS

Parents of children who are moving should notify the principal's office of the date the children are leaving. Parents must sign a Release of Information form to facilitate the transfer of student records. All school records are processed through the Administrative Offices at Alcorn School. Parents moving to a new location within Enfield should notify both schools as to the date of withdrawal and entry. The two schools will arrange the transfer of records.

PLANNING AND PLACEMENT TEAM MEETINGS

Following an evaluation, a Planning and Placement Team meeting is held to review the testing and to determine the eligibility of the child for special education. Parents are considered essential members of the team and are strongly encouraged to attend all such meetings. No child will receive special education without the parent's signature of consent to the initial placement by the PPT.

Pupil Services will act in an advisory capacity to the parents of any child who is identified as "at risk" but will not be 3.0 years old by September 1st in order to make them aware of agencies or programs which may be appropriate to their needs.

Once a student is receiving special education, annual reviews are held to determine continued eligibility and appropriateness of a program. A student may receive special education services until 21 years of age or his/her graduation from high school, whichever comes first. A parent guide to special education is available in each principal's office.

Related services available to Enfield's children include: individual evaluations, speech and language therapy, school counseling services, adaptive physical education, occupational therapy, physical therapy, and special transportation. Every child who is eligible for special education is also eligible for related services as needs are identified by the PPT. Goals and objectives are stated in writing in the Individualized Educational Program (IEP) of the student.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law which protects the rights of individuals with handicaps and bars discrimination based on disability. The act protects all school-aged children as handicapped who meet the definition of qualified handicapped person: (1) has or (2) has had a physical or mental impairment which substantially limits a major life activity, or (3) is regarded as handicapped by others. Federal and State regulations require that reasonable accommodations be implemented in order to provide a free appropriate public education for the handicapped student.

SPECIAL EDUCATION PROGRAMS

Special education services are provided by certified teachers, therapists, or other providers in the least restrictive environment. Appropriate services are determined by the PPT and described in the student's Individualized Educational Program (IEP), which is reviewed annually.

A full continuum of programs and services are available to identified students, ages 3-21. Specific information concerning services is available from your building principal or from Pupil Personnel Services.

Program for Students who are Home-Schooled – *Notice of Intent: Instruction of Student at Home* must be completed annually by the parent. Forms are available through the Pupil Services office at 860-253-6518.

TESTING PROGRAM

In 2010, the State of CT adopted the Connecticut Core Standards, (CCS). These standards are designed to ensure all students are college and career ready in literacy and numeracy upon high school graduation.

The Smarter Balanced Assessments (SBA) measure students' progress towards mastery of these new standards. During the 2013-14 school year, Enfield students took the SBAC pilot test. Starting with 2014-15 school year, the SBA assessments will replace CMTs in the areas of literacy and numeracy. CMT science tests for grades 5 and 8 will continue to be administered.

REGISTRATION/ENROLLMENT

All children who apply for enrollment in school must present a birth certificate along with proof of residency (2 current dated documents; for example, utility bill, lease), health assessment, and immunizations. To be enrolled in kindergarten in September, a child must be five years of age on or before January 1st of that school year.

During the summer, parents must register their child(ren) at the Administrative Offices at Alcorn School, 1010 Enfield Street, between the hours of 8:00 AM to 3:00 PM. During the school year, parents must register their child(ren) at the home school between the hours of 9:00-11:30 AM and 1:00-2:30 PM. Parents can also register online at www.enfieldschools.org.

REPORT CARDS

Students in grades K-5 will receive a report card three times a year. Each marking period, parents/guardians will receive a copy of their child's report card and be asked to return a signed copy to their child's teacher.

PROGRESS REPORT AND REPORT CARD SCHEDULE

*First Marking Period: Sept. 5 to Oct. 27

*Second Marking Period: Oct. 30 to Feb. 23

*Third Marking Period: Feb. 26 to June 1

<u>Progress Report</u>	<u>Marks Close *</u>	<u>Report Cards Issued</u>
October 6	October 27	November 3 - <i>Primary</i> November 13, 14, 15, 16 <i>Intermediate</i>
January 12	February 23	March 9 - <i>Primary & Intermediate</i>
May 4	June 1	Last Day – <i>Primary & Intermediate</i>

* If snow days occur, dates will be adjusted to the number of snow days used.

GRADE K-5 PARENT GUIDE TO STANDARDS-BASED REPORT CARDS

Your child's standards-based report card lists the most important skills students should learn by the end of the school year in each subject at a particular grade level, and is based on the Connecticut Core Standards. Instead of traditional letter grades, students receive marks that show how well they have mastered the skills and knowledge included in each grade level's standards.

Teachers use a variety of assessments, including observations and evidence collected during the course of the grading period, to determine each student's level of proficiency. On your child's standards-based report card, you will see that each subject area is divided into a list of skills and knowledge that your child will be expected to learn by the end of the school year. Your child will receive a separate mark for each standard, which will indicate how well she/he is performing relative to grade-level standards during that marking period.

Academic achievement for students in grades K-5 in Language Arts and Mathematics is based on the domains below:

Language Arts	Mathematics
Foundational Skills	Mathematical Practices
Reading Literature & Informational Texts	Counting & Cardinality (Kindergarten only)
Language	Operations & Algebraic Thinking
Writing	Measurement & Data
Speaking & Listening	Geometry

At the elementary level, there are three reporting intervals. For the first two intervals, students are assessed on their progress toward *end-of-year* standards. In the final reporting interval, the report card grades reflect a student's actual achievement of the cumulative skills, strategies, and concepts identified in the Connecticut Core Standards. It is expected that most students will achieve a grade of '3' by the end of the year for each grade level standard.

A 'Key for Academic Expectation', which explains the grading standards teachers use, is below.

KEY for ACADEMIC EXPECTATIONS

4 – Advanced Mastery of the Grade Level Standard: The student demonstrates application of advanced skills. Performance is characterized by the ability to apply the skills with consistent accuracy, independence, and a high level of quality.

3 – Mastery of the Grade Level Standard: The student demonstrates understanding of both basic and extended concepts and skills. Performance is characterized by the ability to apply the skills with accuracy, independence, and quality.

2 – Approaches the Grade Level Standard: The student demonstrates understanding of basic concepts and skills. Performance is characterized by the ability to apply skills with increasing success. Performance varies in consistency with regard to accuracy and quality. Support and guidance often needed for clarification.

1 – Does Not Meet the Grade Level Standards: The student demonstrates minimal understanding of basic concepts and skills. Performance is inconsistent, even with support and guidance.

NA – Not Assessed at this time

SKILLS FOR LEARNING

Students also receive marks on 'Skills for Learning', which includes work habits and skills such as effort, independence, cooperation, and behavior – all of which contribute to healthy social-emotional development and academic achievement. The Ratings Key which teachers use for these areas is below.

KEY for SKILLS FOR LEARNING

AC – Achieving: Student demonstrates this behavior consistently.

DE – Developing: Student demonstrates this behavior inconsistently but is showing growth.

ND – Not Demonstrating: Student is not demonstrating, or is rarely demonstrating, this behavior.

More information on Connecticut Core Standards can be found on the Enfield Public Schools website www.enfieldschools.org.

SCHOOL PICTURES

Individual pictures for the school records are taken every year and are offered for sale to the children on a prepaid basis. You are not obligated to purchase these pictures.

SCIENTIFIC RESEARCH BASED INTERVENTIONS (SRBI)

The Connecticut State Department has adopted the nationally recognized Response to Intervention model that promotes both academic and behavioral supports for all students. According to this model, called **Scientific Research Based Intervention (SRBI)** in Connecticut, educators are required to keep careful and ongoing documentation of the progress that students make in reading, writing, and math. Schools will then use this data to determine the most appropriate support for each student, including special education services.

Enfield Public Schools has put into place an important part of SRBI, which is a prevention model that provides extra support in reading and math for students whenever a need is discovered during the school year. The interventions that are provided in reading and math have been researched and shown to be effective in helping most students learn specific skills and demonstrate academic progress.

This instruction may be provided by a member of our certified staff including the classroom teacher, Language Arts and Math Consultants, or Pupil Services staff including Resource Room Teachers or Speech and Language Pathologists. In some cases, this support may also be provided by a paraprofessional or tutor under the direct supervision of a certified teacher.

This support is provided through small groups *in addition* to the regular language arts or math period in order to give students extra instruction and practice in the targeted skills that may be difficult for them.

SEXUAL HARASSMENT

5145.4

Sexual harassment is expressly prohibited and will not be tolerated in any form. Sexual harassment shall include, but not be limited to, unwelcome advances, direct or indirect demands or requests for sexual favors, sexual comments, gestures, or other physical actions of a sexual nature. All reported incidents of sexual harassment will be promptly and thoroughly investigated. (B.O.E. Policy 5145.4)

SUMMER INSTRUMENTAL THEATER ARTS CAMP

The Summer Music Program offers a variety of courses in instrumental music, as well as a music theater workshop. Courses offered are: concert band, jazz band, string orchestra, world drumming, music technology, and music theater. The Summer Music Program is offered dependent upon enough interest shown to warrant classes being held. Registration forms for these programs are available on the school district's website. **Parents are responsible for transporting their children to the Summer Music Program.**

TOWN PROGRAMS - FEDERAL – STATE

FAMILY RESOURCE CENTER

The Enfield Family Resource Centers are located in two Enfield schools-Henry Barnard Elementary School and the Stowe Early Learning Center. The Family Resource Center (FRC) model is a unique program where the school serves as a hub to connect and strengthen the school, families, and the community. Family Resource Centers ensure that children enter school ready to learn and provide education and support to parents in their role as their child's first and most important teacher. Services provided by the FRC include: early learning playgroups and educational home visits for children ages birth-age five; developmental screenings; workshops on effective parenting; support groups for parents of children with autism, grandparents raising grandchildren, and single parents; support and training for family day care providers; positive youth development programs; and resource and referrals to child care programs, community agencies, and a lending library of books, videos, and other resources on family and parenting issues.

For more information on the Family Resource Center, please contact us at the numbers below, email familyresourcecoordinator@enfield.org or visit www.enfield-ct.gov/frc.

Family Resource Center at Henry Barnard Elementary School

27 Shaker Road
Enfield, CT 06082
Phone: 860-253-5144

Family Resource Center at Stowe Early Learning Center

117 Post Office Road
Enfield, CT 06082
Phone: 860-253-6580

Hours: Mondays-Fridays 8:00 am-4:30 pm, year round

HEADSTART

Head Start is a comprehensive preschool child development program available to families in the Enfield community. The basic components of the program are education, health, nutrition, social services, and parent involvement.

Head Start serves children aged 3 to 5 years and their families. A minimum of 90% of the families are low-income and a maximum of 10% may be over-income. Over-income children are selected according to the program's "Recruitment Plan" and the program's ability to meet their special needs. A minimum of 10% of the children in Head Start do have special needs. Supportive services are offered to these children as deemed appropriate by professional evaluators. If you are the parent of a special needs child, we encourage you to apply.

Foster children are encouraged to apply to the program as it is the specific child's income that is considered. If you are a recipient of state aid, foster parent, or low income parent, we encourage you to file an application. If there is no vacancy, you may request placement on a waiting list. A staff member will contact you if a vacancy occurs.

Head Start is a daily program which has the same holiday schedule as the Enfield Public Schools. The school day is from 9:30 AM to 1:00 PM. An extended day program is offered. Limited transportation is provided to and from Head Start. Snacks and lunch are provided free of charge to Head Start children. For further information regarding application and enrollment in Head Start, contact: **Head Start Program, 1270 Enfield Street**, Phone: 860-253-6470.

TITLE I

Federal funds provided under Title I of the Education Consolidation and Improvement Act are allocated to provide supplementary basic skill services to our designated Title I schools. Eligibility for Title I funds is not determined for schools per se, but rather for school attendance areas, thus making children attending private schools residing in Title I attendance areas eligible for services. Enfield's Title I program provides academic support at the elementary level. For purposes of determining Title I eligible attendance areas, "low-income children" are defined as children in families receiving payments under Temporary Assistance to Needy Families (TANF).

If the percentage of "low-income children" residing in an attendance area is equal to, or greater than, the percentage of "low-income children" in the school district as a whole, the school servicing that attendance area becomes a designated Title I school. As a designated Title I school, all children are eligible to receive program services provided under Title I.

VISITOR POLICY

1240.2

The Board of Education encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board of Education requires all visitors to receive prior approval from the school Principal or his/her designee before being permitted to visit any school building. The Board of Education, through the administration, reserves the right to limit visits in accordance with administrative regulations.

Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to, utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.

VOLUNTEERS, STUDENT INTERNS AND OTHER NON-EMPLOYEES

1240.1

The Board of Education recognizes the importance of school volunteers at all levels of schooling. Volunteers can enhance collaboration between the school and community, broaden the school's educational environment, and ultimately enrich students' school experience. The Board further acknowledges that it may, from time to time, be asked to provide learning experiences for student interns within the school environments. In recognition of the benefit of having volunteers, interns, and other such non-employees providing services within the schools, the Board supports the involvement of these individuals in accordance with suitable regulations and safeguards to be developed by the Administration.

Volunteers, interns, and other such non-employees working within the schools ("volunteers") must work under the supervision of Enfield Public Schools staff. Volunteers are held to the same standards of conduct as school staff and must observe all Board of Education policies, including applicable policies on the confidentiality of student information.

Volunteers may be required to submit to state and federal criminal record checks and a record check of the Department of Children and Families ("DCF") Child Abuse and Neglect Registry. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may volunteer in the Enfield Public Schools.

No employee of the Enfield Public Schools shall serve as a volunteer in any capacity, except as may be approved by the Superintendent or his/her designee based on the specific situation.

Persons interested in volunteering their services should contact the school principal.

Legal References:

Connecticut General Statutes § 10-4g
Connecticut General Statutes § 10-220
Connecticut General Statutes § 10-235
Connecticut General Statutes § 54-250 et seq.

Adopted: 06-09-09

Revised: May 12, 2015

WELLNESS POLICY

6142

The Board of Education promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The Board supports a healthy learning environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance.

The Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) requires all public schools participating in the United States Department of Agriculture's nutrition programs to establish a local wellness policy. It is the position of the Board of Education that schools play a central role in promoting wellness among their students. To that end, and in accordance with federal law, the Board of Education adopts the following Wellness Policy for all schools under its direction.

NUTRITION EDUCATION

Building nutrition knowledge and skills helps children make healthy eating and physical activity choices. The District Curriculum Director shall direct a curriculum development process that will offer nutrition education as part of a planned, ongoing, systematic, sequential, and comprehensive standards based health education program. Nutrition education learner outcomes and sample indicators/assessments will be incorporated, as appropriate, in the course curricula of Health, Physical Education, Science, and/or Family and Consumer Science as the curricula in these subject areas are revised in accordance with the district's curriculum revision process. Nutrition education shall be age appropriate and provide opportunities for students to practice their skills. The District Curriculum Director shall inform the Board of Education Curriculum sub-committee of all curricular revisions on an ongoing basis.

PHYSICAL EDUCATION AND ACTIVITY

A quality physical education program is an essential component of all students' education. Within the limits of space and budget, the Board of Education will strive to comply with guidelines from the National Association for Sport and Physical Education (NASPE) to encourage physical activity for students.

STUDENT NUTRITION

Food and beverages sold in district schools shall comply with the standards of the National School Lunch Program of the United States Department of Agriculture (USDA). Menu choices shall comply with these guidelines and shall promote student nutrition by limiting total fat, saturated fat, and sodium and meet required food components and serving sizes. The sale of coffee, tea, soft drink, or candy to students anywhere on school premises for thirty minutes prior to the start of the National School Breakfast or Lunch Program and until thirty minutes after the end of the program for the day is prohibited. The school district shall make available for sale in the schools nutritious, low fat foods and drinks whenever food or drink is available for sale to students during the regular school day. The sale of foods of minimal nutritional value is prohibited during mealtimes.

CLASSROOM STANDARDS

During the school day, standards for all foods and beverages sold or served to students outside of the school meal program shall meet district and United States Department of Agriculture nutritional standards. These standards stress consumption of quality fruits and vegetables and low or non-fat snacks. During the school day, vending machines, student stores, concession stands, school programs, in-school fundraisers, and foods sold or distributed at other school events are to comply with all applicable state and federal laws and regulations.

Parents are encouraged to provide their children with snacks that make a positive contribution to their children's diets. Schools are to limit the number of celebrations during the school year, which involve consumption of food, to one per month in each class. Such celebrations are to include no more than one food or beverage that does not meet the standards of the National School Lunch program of the United States Department of Agriculture and other local, state or federal regulations set forth in this policy. Schools shall be in full compliance with this section of this policy by the beginning of the 2008-09 school year.

Students may not share their food with any other students at any time during the school day.

Food is not to be used as an incentive for students. Teachers are encouraged to use nonfood items for student incentive programs. The withholding of food is not to be used as punishment for inappropriate behavior.

Students shall have access to hand washing facilities before meals or snacks. Schools shall take reasonable steps to accommodate tooth brushing for students with special oral health needs, such as orthodontia or a high rate of tooth decay.

MARKETING AND PROMOTION OF FOODS IN SCHOOL

To support wellness and good nutrition, the Board of Education promotes the availability of a variety of fruits and vegetables, whole grains, and low or non-fat dairy products. It further prohibits the marketing of foods and/or beverages with low nutritional value. Examples of marketing techniques include, but are not limited to, the use of logos and name brands on vending machines, textbook covers, and scoreboards.

MEASUREMENT AND EVALUATION OF POLICY

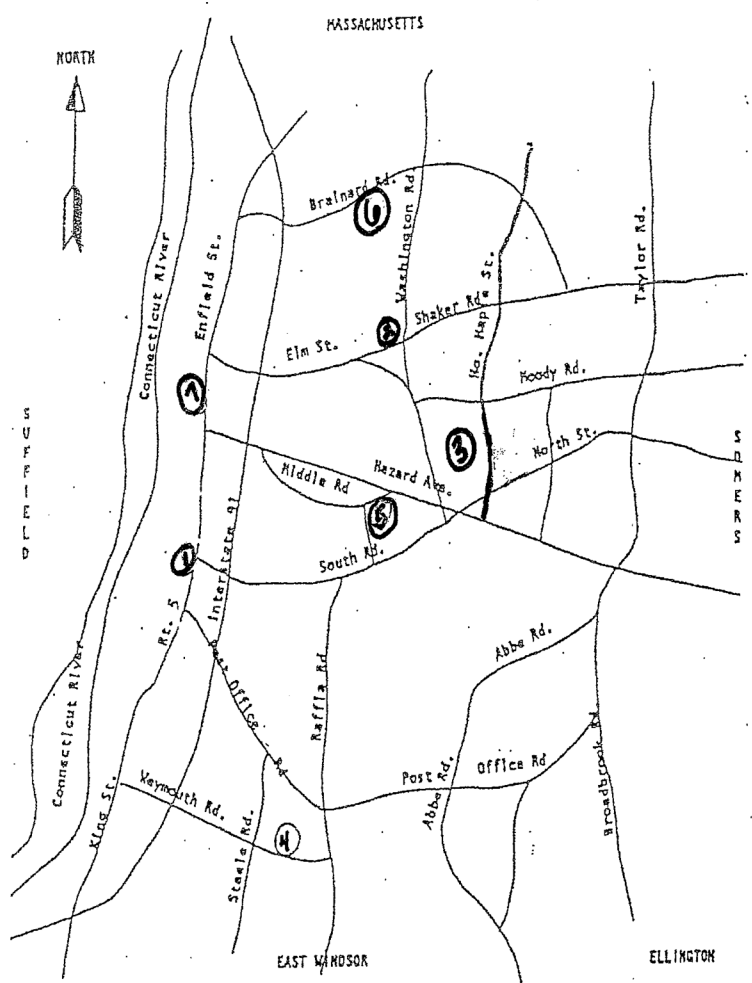
Each building principal shall ensure that this policy is fully implemented within his/her building. Annually, each principal is to consult with the Nurse Supervisor, the District Curriculum Director, and department chairpersons and/or lead teachers to confirm that the food marketing and nutrition standards and the portions of each curriculum, as curricula are developed, involving wellness are implemented. Annually, the principal shall issue a report on compliance with this policy to the Superintendent of Schools or his/her designee. The Superintendent of Schools or his/her designee shall inform the Board of Education of this compliance.

The District Curriculum Director shall ensure that wellness and nutritional education is included in curricula across grade levels and subject areas in a comprehensive and sequential manner.

Department chairpersons and/or lead teachers are to ensure implementation of the curricula as adopted and annually report to their building principals on this implementation.

The Director of Nutrition Services shall ensure that nutrition and portion standards are implemented within the district's cafeterias. The Director shall annually report to each building principal regarding the compliance to this policy within his/her building.

Adopted: 5/23/06;
Reviewed: 6/23/09



K-2 SCHOOLS

- 1. Enfield Street School
1318 Enfield Street
- 2. Henry Barnard School
27 Shaker Road
- 3. Hazardville Memorial School
68 North Maple Street

3-5 SCHOOLS

- 4. Edgar Parkman School
165 Weymouth Road
- 5. Eli Whitney School
94 Middle Road
- 6. Prudence Crandall School
150 Brainard Road

ADMINISTRATIVE OFFICES

7. Thomas Alcorn School
1010 Enfield Street