

John F. Kennedy Middle School

Student Handbook



ADMINISTRATORS

Principal

Dr. Andrew Berrios

Administrative Assistants

Mrs. Lolita Cisneros

Ms. Jessica Johnston

Red House Vice Principal (Grade 7)

Mr. David Iacobucci

Administrative Assistant

Mrs. Michelle Flynn

White House Vice Principal (Grade 6)

Ms. Sarah Brown

Administrative Assistant

Mrs. Carla White

Blue House Vice Principal (Grade 8)

Dr. Andrew Balog

Administrative Assistant

Mrs. Gloria Clymer

SCHOOL COUNSELORS

Mrs. Melanie Kulpeksa

Mrs. Shannon Kudryk

Mrs. Kim Nadeau

Mr. Lionel Torres

Administrative Assistant

Mrs. Susan Perry

SCHOOL RESOURCE OFFICERS

Officer Chagnon

Officer Gigliotti



JFK School Community,

Greetings, we hope you are experiencing a restful and relaxing summer break! We are excited for the 2023-24 school year!

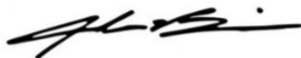
We want to welcome our new students and parents/guardians to our JFK School Community! We look forward to establishing a strong partnership with our parents/guardians to ensure your child experiences success. Utilizing a holistic approach, we are hopeful our students will take advantage of the knowledge, resources, and tools our educators provide.

Through a robust curriculum and effective instructional techniques, our educators will impart your child with the skills and knowledge to access success. Below you will find a wealth of information from our first days of school to our long-term goals and objectives.

Please note we are offering two “open house” events in the coming weeks. All grade 6 and new enrollments are invited to attend. Please park on the backside of the building and enter via the auditorium (please note: iPads will not be distributed at these events).

- Monday, August 21 at 6 pm
- Tuesday, August 22 at 12 pm

Respectfully,



Andrew Berrios, Ed.D.
Principal

*Below you will find a great deal of information, the table of contents are hyperlinked to make navigation more seamless. After page 11, you will find important district policies and additional JFK-specific procedural information.

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Focus

Vision, Mission, Core Values and Beliefs

The individual belief systems that comprise our school community are both personal and diverse. We respect the values that establish our differences and embrace those that unify us. As a school community, we must collectively align with a shared purpose and belief system. The work must remain steadfast in the pursuit of these values. Our actions and decisions must be purposeful in fulfilling these core values.

Collectively understanding and striving toward shared goals is in the best interest of OUR school community.

Last year we engaged in the self-reflection process, where we gathered school-based artifacts. These items were analyzed and assessed our alignment with NEASC's standards. The accreditation process is an important yet comprehensive task. We ask that you familiarize yourself with our vision and mission statements as they are the pillars of our school. This multi-year experience is a large undertaking but provides invaluable information. If you would like to learn more about this process and its purpose, please visit their site [HERE](#).



Vision Statement:	Support and nurture students to be lifelong learners and responsible community members in Enfield and beyond. We are committed to the families we serve, providing social-emotional support and encouragement, as well as a relevant and rigorous curriculum that values diversity, empathy, and inclusion.
Mission Statement:	<p>Our mission at John F. Kennedy Middle School is to inspire our students to be respectful, diligent, and dignified citizens who are prepared for high school and beyond. We strive to impart our students with the necessary skills to effectively navigate and contribute to a complex global society. We believe this can be attained by partnering with our families to foster and create an inclusive and culturally relevant school community.</p> <p>We will challenge and support students in their academic and social-emotional growth by:</p> <ul style="list-style-type: none"> • Creating a safe and welcoming learning environment. • Creating inclusive and impactful opportunities to learn. • Continuously improving upon our professional skill set.
Core Values:	<ul style="list-style-type: none"> • Respect—both for self and for others • Diligence—positively contributing to self and community improvement • Dignity—in character and conduct

District Equity Statement

We believe every child is unique and the diversity of our students is what makes Enfield Public Schools exceptional. To thrive and excel, all are welcomed, accepted, respected, and supported.

Adopted by the Enfield Board of Education – September 13, 2022

Social-Emotional Programs



This school year we will continue to focus on social-emotional learning (SEL). In a dual-model approach, we will utilize [Yale University's RULER](#) program while further developing our [Character Strong](#) program. These research-based SEL programs share attributes that complement one another yet differ in other areas. We are excited about the positive impact these programs will have on not only our student's individual development but the overall climate and culture of our school community.

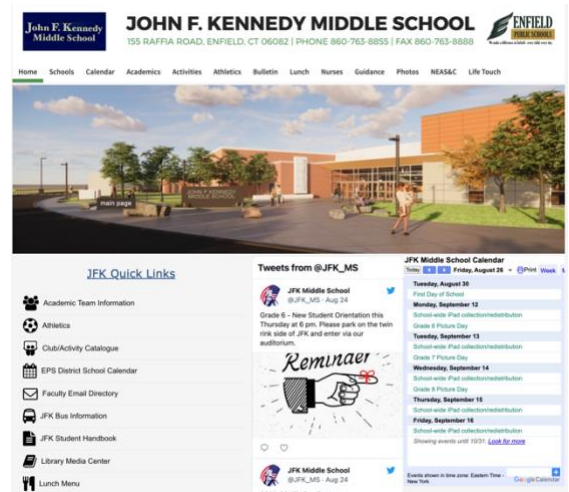
School Operations

Communication

We attempt to provide parents/guardians with as much information as possible. We urge you to make sure you are properly signed up for [school messenger](#) and [parentportal](#). These platforms are your lifeline to the school. We also utilize our school website to disseminate pertinent school information. When you find a moment, please review our website [HERE](#). Last, we electronically distribute a monthly newsletter around the first of each month. All newsletters and important documents are posted on the website as well ([principal's page](#)).

iPad Distribution and User Information

iPad distribution for grade 6 students and new enrollments will take place the first week of school. We request that you fill out all applicable paperwork in the parentportal and [pay for your insurance on the myschoolbucks.com website](#) (for myschoolbucks, please utilize the website and not the app). We will accept paper copies and checks/money orders for the insurance, but the electronic methods we have made available streamline this undertaking. We will review pertinent information regarding these devices with students at our beginning-of-year student meetings; however, it is imperative that you also review our policies and procedures which are accessible in our [iPad Handbook](#). Once school is underway, we will assist your child in registering/updating their device and ensure it is properly sync'd with our district management system. Please note that if the device does not appear to be working correctly, it is usually connected to improper registration or not utilizing the required EPS email address for the Apple ID. If you run into any issues, we urge you to take advantage of our districts [technology support page](#). Last, the district utilizes network software to remotely manage all devices issued by EPS (details are located within the [EPS iPad Handbook](#)).





PowerSchool and Parent Portal

Mandated documents

Aforementioned, once you log into your parentportal account you will learn that we have taken steps to streamline our mandated documents for parents/guardians. On the parentportal left sidebar menu, you will see several new icons that will permit you to “agree” to our terms and conditions. The image on the left displays what this looks like in the portal.

Bell Schedule

For a list of ALL of JFK’s bell schedules, please click [HERE](#).



Arrival and Departure Procedures

Busing Students

Students riding on the bus are expected to conduct themselves in a manner that does not compromise the safety and wellbeing of others. If issues do arise, parents/guardians will be contacted regarding the issue. Please understand that our expectation of acceptable conduct applies to the bus stop as well. As the buses arrive on school grounds, they wrap around the entire school building – this is the same for departure. We urge you to make sure your child knows their bus number and home address prior to our first day of school (this mainly applies to grade 6). Students will learn where their bus is located in proximity to the building within the first few days of school. We will be in the hallways to assist any student in need. Starting on Tuesday, September 5 students will have five minutes from the time the bus dismissal bell sounds to board their bus. Please understand that buses will not be held due to students socializing over boarding their bus in a timely manner.



*Please find all JFK bus stops and times [HERE \(will be updated\)](#). The map on the next page provides more detail.

Parent/Guardian Student Drop-off/Pick-up and Walkers

Arrival

All walkers and parent/guardian morning arrivals will take place on the white house/main office side of the building (as we did a few years ago). If you drop your child off, please understand that the earliest we are able to provide supervision is 7:30 am. We ask that you pull all the way up as we create a staggered release. We will be outside to direct this process. When we are at the height of drop off, we are attempting to get vehicles off of Raffia Rd. and onto the school campus. The staggered line approach is the most efficient and safest way to do this. Again, as you enter the property on Tuesday, please follow our directions with this process as it will ensure you get on and off school ground in a safe and expediated manner.

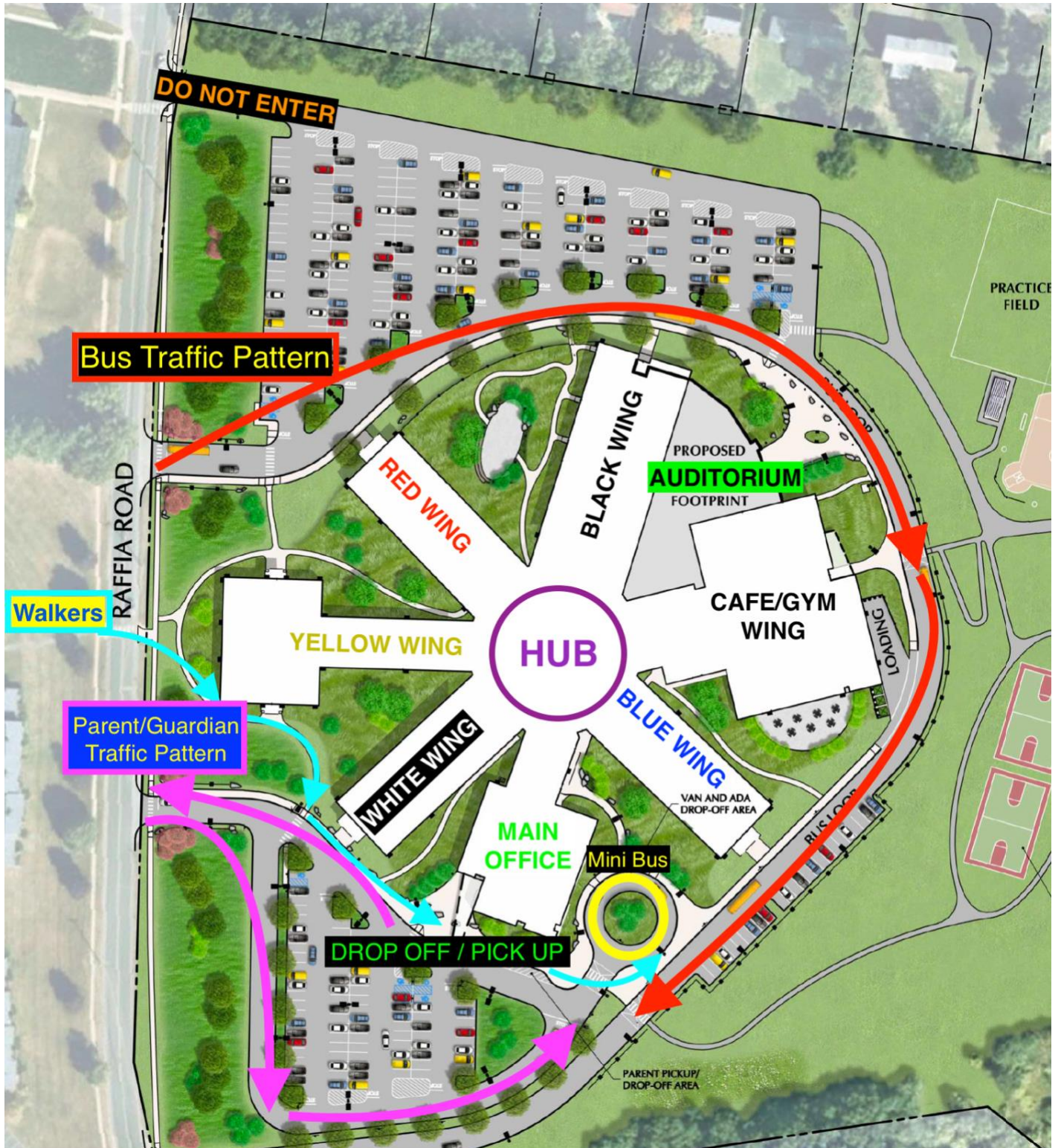
Dismissal

Student walkers and parent/guardian pick-ups will also take place on the white house/main office side of the building. As you enter the property you will make your way around the loop to a set of cones, please stop there and wait until we direct you to pull up to the curb. Once you collect your child, you are welcome to the depart the line and exit the campus (please use caution). During this process, we ask that

those waiting do not leave space between vehicles. If the car in front of you collects their child and departs, please slowly pull forward into the created space. This alleviates a large amount of congestion on Raffia Road. Please note we dismiss in a staggered manner to ensure dismissal remains safe. PLEASE take some time to review the below traffic patterns.

Your understanding of this procedure will help us not only keep things safe but make the entire process run smoother. Last, we urge you to utilize *extreme caution* when driving in proximity or on campus during arrival or departure times. There are roughly 1,200 students and 45 buses involved in this procedure. The first days WILL be slower in execution; however, as you learn the system and flow, it evolves into a smoother process.





During the school day...

Arrival and at Departure

Arrival

Students are expected to enter the building and head to their locker if needed. Once they utilize their locker or if they choose not to, they are to report to homeroom. The purpose of homeroom is to take attendance and send students to the cafeteria if they are receiving breakfast.

**This is after school is underway – during the first days of school students just need to report to homeroom as we review procedures and issue lockers. Students will be handed important paperwork in these extended homerooms. The entire packet is available [HERE](#).*

Departure

We have two separate dismissals at the end of the school day. The first one is for all busing students and the second is for students getting picked up or who walk. Students are expected to adhere to the dismissal that applies to their circumstance.

Transitions

Students are expected to transition from one period to the next in a direct and expedited manner. The wings are grade specific (**Red – Grade 7**, **White – Grade 6**, **Blue – Grade 8**) – students are to remain in their assigned wing when not attending elective courses. Students must walk in the hallways. We have had several faculty members and students sustain injuries from students *running* into them.

Water

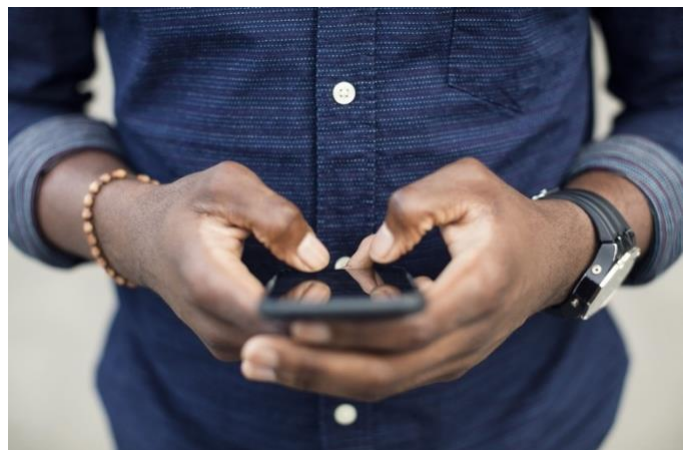
Students are permitted bring a metal or plastic water bottle if they choose to utilize the water-fill stations. We ask that you do not send students with glass containers or bottles. We appreciate utilizing a container rather than a traditional plastic bottle as they create distractions and other issues. Last, we do not allow anything other than water outside of the cafeteria. We have a brand-new school and in the name of preservation want it to remain stain-free.

Lockers and Backpacks

We learned on Friday that lockers will be available on the first day of school. Students will report to homeroom on the first day of school with their backpacks. Lockers will be issued, and the combination process will be taught to students during extended homeroom. Once underway, students will not be permitted to carry backpacks during our regular school day. The only exception being period 7. To prepare for dismissal, in-between periods six and seven students are provided the opportunity to go to their locker to retrieve their belongings and backpack.

Cell Phones

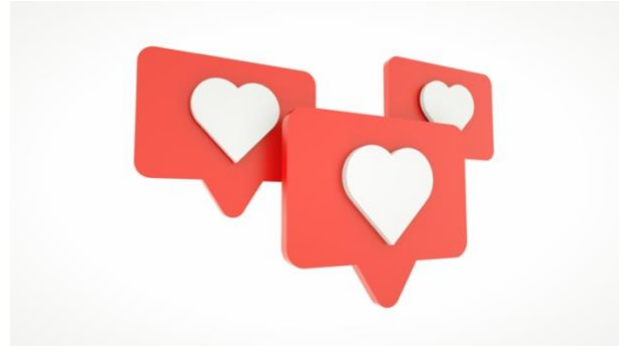
Cell phones are prohibited during the school day. We have school-issued iPads to utilize as an academic tool. Your child's locker is a secure place to store their device during school hours. These devices have many pros but in the hands of a middle schooler create a major distraction to the learning environment. Moreover, we are finding that students cannot regulate themselves and are unable to *disconnect* from their device. If you have introduced or are thinking of providing your child with a cell phone, we feel this is worthwhile [resource](#) to review.



Information and Resources

Social Media

There are many positives involved with social media; however, as you are aware, there is an extreme side to these platforms as well. We abide by the bullying laws governing our schools and understand the detrimental impact on students who are victims of cyber bullying attacks. The amount of time spent and array of content that children are exposed to is worrisome. We urge you to monitor what your child is doing on their phone. Often times there are multiple accounts, fake accounts, inappropriate content, hidden apps, decoy apps, and the list could inevitably go on. If we receive a report about inappropriate content or activity, it is usually occurring off school grounds during non-school hours; however, the schools are expected to regulate these items when spoken about by students during the school day or brought into the school building. We do everything in our power to investigate, report, and mitigate these issues. If warranted, we delve into full bullying investigations when substantiated information is actually available. We cannot protect your child without your help in this realm. We ask that you take an active role in their behaviors and presence on their devices and digital platforms. Your partnership is in the best interest of not only your child's safety and welfare but our entire student population.



School Schedules and Teaching Shortages

In some of our more niche subject matters, we have experienced challenges securing qualified educators. The labor shortages have not helped this issue. In specific cases, we had to restructure sections and make classroom adjustments. With any schedule change, there is a ripple effect. We wanted to provide you with an explanation and some insight as to why you may see schedule changes or different offerings during any given semester or term.



Academic Calendar

Y1 (August 29 – June 10)			
S1 (August 29 – January 19)		S2 (January 20 – June 10)	
Marking Term 1 AUG 29 – OCT 27	Marking Term 2 OCT 28 – JAN 19	Marking Term 3 JAN 20 – APR 5	Marking Term 4 APR 6 – JUN 10

<u>Marking Period One:</u>	<u>Date published:</u>
<i>(P1) Progress Reports close on 9/26.....</i>	<i>9/29</i>
(M1) Marking Period 1 closes on 10/27...	<i>11/3</i>
<u>Marking Period Two:</u>	
<i>(P2) Progress Reports close on 12/5</i>	<i>12/8</i>
(M2) Marking Period 2 closes on 1/19	<i>1/26</i>
(S1) Semester 1 Final Grades (Only Semester Courses)	<i>1/26</i>
<u>Marking Period Three:</u>	
<i>(P3) Progress Reports close on 2/27...</i>	<i>3/1</i>
(M3) Marking Period 3 closes on 4/5	<i>4/19</i>
<u>Marking Period Four:</u>	
<i>(P4) Progress Reports close on 5/7</i>	<i>5/10</i>
(M4) Marking Period 4 closes on 6/7	
M4, S2 (semester courses only), Y1 (full-year course only)	<i>Last day of school</i>

**Unforeseen circumstances may alter dates listed above.*

Health/Nurses Office

We ask that your child utilize the health care professionals we have on staff. Please have your child report to the nurse's office if they are experiencing any health-related issues. If your child takes medication, please fill out that [appropriate paperwork](#) and drop the medication off to the nurse. Please do not send your child to school with any form of medication. Last, we ask that you refrain from arranging pick-ups due to medical issues communicated via text messaging. Please utilize the processes and procedures we have in place. Our nurse, Mrs. Diane Stack can be reached here: dstack@enfieldschools.org. Our district's [Health Services webpage](#) also provides a wealth of information.

Mental Health Resources

We understand that mental health is of serious concern during this challenging time. We encourage you to reach out to our school counseling department with specific concerns. We have also included several resources below:

- Mobile Crisis Intervention Services: 211-1-1; [Youth](#); [Adults](#)
- Healthy Lives Connecticut <https://www.healthylivesct.org/>
- Gizmo's Pawesome Guide to Mental Health: www.Gizmo4MentalHealth.org
- Crisis Text Line: Text CT to 741741; www.crisistextline.org
- National Suicide Prevention Lifeline: 1 (800) 273-TALK (8255); www.suicidepreventionlifeline.org

Resources

Connecticut Department of Education

- [Resources for Families](#)
- [CTDOE Learning Hub](#)

Enfield Public Schools

- [EPS Parent/Guardian Page](#)

Emergency Plans and Procedures

All emergency plans and procedures will be covered with your child during the first days of school. If we are ever required to evacuate JFK's campus, our remote pick-up location is St. Jeanne Jugan Parish at Holy Family Church ([23 Simon Rd, Enfield, CT 06082](#)).

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Policies

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.

Non-Discrimination – Title IX

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

Reference: Policy #5410

Revised: 2012

The Title VI coordinator (race, color, national origin) is Mrs. Julie Carroll, 1010 Enfield St., Enfield, CT 06082, 253-6500.

The Title IX coordinator (sex equity) is Mr. Andrew Longey, Deputy Superintendent of Schools, 1010 Enfield St., CT 06082, and 253-6500. The Section 504 coordinator (handicapped) is Mrs. Bridgette Birchall (Grades 6-12), Special Education Coordinator, 1010 Enfield St, CT 06082, 253-6518. All inquiries regarding compliance should be directed to your building principal.

SEARCH FOR ILLEGAL MATERIALS AND DANGEROUS WEAPONS

As authorized by Section 10-221 of the General Statutes for the maintenance of discipline in the school: The Principal of a school or his assistant may search a student's locker or desk and seize the items herein-after set forth providing the following conditions exist:

There is reasonable suspicion to believe that said locker or desk contains items or materials which are illegal for the student to possess under the statutes and laws of the State of Connecticut, or pose a serious threat to the maintenance of discipline and order, or threatens the health, safety, or welfare of students; provided however, that in the event said Principal or his assistant has reasonable suspicion to believe that there are dangerous weapons or materials in said locker or desk, even if said items are legally in the possession of said student, said Principal or assistant shall have the right to search said locker and desk and seize said weapons or materials. Students are to be advised that the above stated is policy and is in effect.

Environmental Reports

All environmental hazard reports (i.e. asbestos, pesticide, lead paint) can be found in the school office.

GENERAL SCHOOL INFORMATION

ATTENDANCE & ABSENCES

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. ([Board Policy 5113](#))

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. 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.

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 and must meet 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 the 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.

Calling in Your Student Absent

If a student is absent from school, parents are required to:

- 1. CALL the school at 860-763-8855 before 9:00 a.m. to report the absence. Simply follow the prompts to report the absence on the attendance voicemail line.
- 2. Follow up with a written excuse to the homeroom teacher, brought to school by the student on the day he or she returns. Please include the following:

- Student's full name and homeroom
- Date or dates of absence
- Reason for absence
- Parent's signature.

Please see Board Policy 5113 (found on our website at (www.enfieldschools.org) for more detailed information regarding Attendance, Early Dismissal and Tardy to School policies.

Homework Requests

If your child is absent from school for three days or less, he or she is to use the Homework Buddy System and call a classmate for assignments. There is a directory in the back of the homework agenda for students to list their homework buddies' names and phone numbers.

If your child is absent for an extended period of time (four days or more) and is able to do some work at home, please contact his or her house office (phone numbers listed below) to request homework assignments. The following information will be needed:

Student's full name

Student's grade and homeroom

The first day the student was out of school and how long you expect him or her to be out.

Homework assignments will be available in the main office for pick up by parents after 2:00 p.m. on the next day following the receipt of your request.

Upon return from an absence, it is the student's responsibility to ask teachers what materials and information have been missed and to make arrangements to make up lost work. Work is to be made up within a timeframe worked out between the teacher and the student. Generally, a student is given a day for each day absent to make up the work

Red House

Mrs. Michelle Flynn -860-763-8863

White House

Mrs. Carla White -860-763-8867

Blue House

Mrs. Gorla Clymer- 860-763-8865

TARDINESS

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.

TRUANCY

"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. Students who stay out of school for an entire school day without parental or school consent are considered truant. Students will receive a zero (0) for all schoolwork on the day of truancy and may be cause for disciplinary action, suspension, parent/guardian conferences, counseling and the use of community services to address student needs.

EARLY DISMISSAL

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.

NO SCHOOL/DELAYED OPENINGS

In case school is canceled because of snow or any other reason, an announcement will be made over local radio/TV stations, social media, you can call the **snow line at 253-5170** or sign up for a School Messenger robo call.

Should a 2 hour delay occur, JFK will open at 9:48 A.M. and the busses will run 2 hours later than usual. Dismissal will be at 2:36 P.M.

DISCIPLINE

The Enfield Public Schools' discipline policy (5131) governs student behavior in all Enfield Schools and will be sent home during the first week of school.

DETENTION POLICY

A teacher may assign a detention to any student for the violation of any school policy or procedure. The teacher will notify the parents, in writing, of the offense and the time when detention will be served.

SUSPENSION

Suspension is a disciplinary action taken by the school when all other means have failed to change the student's disregard for standard school procedures. Prior to the student's re-entry to school a parent conference may be required with the school administration.

In-school suspension is a disciplinary action used for continued minor infractions of school regulations. Continued violations that are seriously disruptive to the learning environment will result in suspensions from school.

STUDENT BEHAVIOR

ANTI BULLYING POLICY

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 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 Board of Education.

Students who engage in bullying, teen dating violence behavior shall be subject to school discipline,

suspension and expulsion consistent with state and federal law.. ([See Policy 5131.9](#))

JFK's Safe Climate School Plan

Please follow this link [JFK's SCSP](#)

SUBSTANCE ABUSE POLICY

Through the use of a K-12 curriculum, classroom activities, community support and resources, a strong and consistent student support system, and referral and disciplinary procedures, the Enfield Public Schools will work to educate, prevent, and intervene in the use and abuse of all drug, alcohol, steroids, mood altering substances, nicotine, tobacco and its related products by the entire student population K-12.

"A student will be in violation of this policy if on a school bus, school grounds, during a school session, or anywhere at a school-sponsored activity, or at a bus stop, he or she is under the influence of alcohol, drugs, steroid or mood altering substances or possesses, uses, dispenses, sells or aids in the procurement of mood altering substances or over-the-counter drugs or drug paraphernalia. Such students shall be subject to discipline and intervention pursuant to the provisions and procedures outlined in this Administrative Regulation.

Students may also be subject to discipline for the conduct listed above when such conduct results in a felony arrest or arrest of a serious nature, occurring both inside and outside of school activities on or off school property. Students who engage in such conduct outside of school activities and off school property shall be subject to disciplinary action with regard to participation in athletics and other co-curricular activities." (See Policy 5131.6)

SMOKING/TOBACCO RESTRICTION POLICY

1. Chewing of tobacco or like substance, or smoking of any kind or electronic nicotine delivery system (e-cigarettes and vapor products) is not permitted in any building or transportation vehicle under the direction of the Board of Education at any time.
2. Possession of any smoking material or electronic nicotine delivery system (e-cigarettes and vapor products) chewing tobacco or any tobacco-like substance, of any kind, is prohibited in any building or transportation vehicle under the direction of the Board of Education at any time. (See Policy 5131.61)

SEXUAL HARASSMENT POLICY

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 when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's educational success; or
- submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment.

All reported incidents of sexual harassment will be promptly and thoroughly investigated.(See Policy 5145.4)

EXPECTATIONS FOR JFK STUDENTS

It is important for you to realize that John F. Kennedy Middle School belongs to all of us - to you, to your teachers and to all the people of Enfield. We are proud of our pupils, our building and its grounds; we are proud of the high quality of instruction offered here. In fact, we are proud of everything connected with JFK. With partial ownership of JFK comes responsibility and certain behavioral expectations. JFK students are expected to behave and conduct themselves in a manner that brings honor to our school and to their parents. We expect you to conduct yourselves appropriately with regard to the following areas:

BUSES

As stated in the bus transportation policy of the Enfield Board of Education ([5131.1](#)), bus transportation is not an unlimited right granted the student. Of utmost importance is the safety of everyone on the bus or at the bus stop. Thus, students will be held to reasonable regulations, which, if not followed, may cause them to be excluded from bus transportation. The school administration, authorized by the Board of Education in this same policy, will “suspend transportation services for any student whose conduct while awaiting or receiving transportation to and from school endangers persons or property.” Any behavior that may distract the bus driver or infringe upon the rights of other students will also result in disciplinary action, including suspension from school.

The rules for the conduct of students using the school buses are as follows:

1. Students shall always be courteous to the bus driver and follow his/her instructions.
2. No student may ride on a bus other than the one to which he/she is assigned unless authorized by the school administration. **Written parental permission is required if the student is to ride a different bus on any given day.** Special situations might necessitate riding on a different bus; however, visitations to other students' homes are not an acceptable reason.
3. Students must not stand on the traveled portion of the highway while awaiting the bus. Students should get on and off the bus only when the bus is fully stopped. They must take a seat when they enter and remain seated while the bus is in motion.
4. Students shall enter or leave the bus only at the front door except in cases of emergency. When entering or leaving the bus, students should avoid crowding or in any way disturbing others.
5. If a student **MUST** cross the street to get on or off the bus, he/she **MUST** cross in front of the bus. The bus will not proceed until the student is safely off the traveled portion of the street.
6. Students must not at any time extend their arms or head out of the bus windows.
7. Students shall assist in keeping the bus clean and orderly. Papers or other objects may not be thrown on the bus or out of the windows. Students are to refrain from causing any disturbance that may distract the bus driver from proper and safe operation of the school bus.

8. Eating, drinking, or any disciplinary code infractions as noted in Enfield Board of Education Policy 5131.1 will not be permitted on school buses by anyone at any time.
9. Profanity and/or inappropriate language is not allowed on the bus.
10. Missing the bus is not a valid excuse for tardiness or absence from school.

Any student who commits any violation of these rules will be reported to the school administration by the bus driver.

BEHAVIOR ON SCHOOL GROUNDS

Students are expected to:

- remain on their assigned bus until given the signal to disembark by the driver.
- assemble outside their assigned wing and remain on school grounds after arrival in the morning.
- remain outside the building until 7:41 A.M. except in bad weather, when at the discretion of the administrator they may enter the building.
- enter through the wing to which they are assigned.

BUILDING AND CLASSROOM BEHAVIOR

Students should behave appropriately in the halls, and in the classroom. They are expected to:

- treat their teachers and each other with respect at all times.
- respect school property and the property of others.
- refrain from chewing gum at any time or eating food, except in the cafeteria.
- use appropriate language at all times. No swearing, teasing or shouting.
- walk at all times in the building; stay on right side of hall.
- stay on right side going up and down stairs.
- follow directions of all staff the first time given.

TELEPHONE


Cell phones may not be used during the school day. Calls to parents are to be made in the house offices. Only calls that are emergencies will be allowed from the house offices. Possession or use of any mobile telecommunication device (i.e., cell phone, walkie-talkie, etc.) is prohibited by state statute. All cell phones must be picked up by a parent/guardian if confiscated.

DRESS CODE

1. The Enfield Board of Education ([Policy 5132](#)) 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 all 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.

JFK Dress Expectations:

<ul style="list-style-type: none"> • No do-rags or colored bandanas • No hats • No sunglasses • No short shorts • Pants must be worn at the waist and properly cover undergarments • Please ensure rips/frays on pants provide appropriate coverage 		<ul style="list-style-type: none"> • <u>ALL</u> shirts must provide appropriate coverage • Clothes cannot display weapons, acts of violence, or offensive language/imagery • Shirts cannot endorse tobacco, vaping, drugs or alcohol. • No see-through clothing • No bare stomachs or backs exposed • *JFK Administration reserves the right to make the final decision on items not listed.
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ACADEMICS

HONOR ROLL

<u>High Honors:</u>	3.6 average with no grade lower than a B-.
<u>Honors:</u>	3.0 average with no more than one (1) C.

REPORT CARD /PROGRESS REPORTS

Report Cards are issued four times a year. Halfway between each report card date or at any other time needed, progress reports are sent home. These notices can apply to any subject and may indicate good work as well as unsatisfactory progress. Suggestions for improvement may be included in the notice. As a student, you should follow your teacher's recommendations or suggestions in order that you will be working to your full capacity at the end of the quarter. A Progress Report and Report Card are invitations for your parents to call or come to school to discuss your progress with the teacher. We urge you to do this. If you are issued a Progress Report you will sign your name to it. Take it home for your parent's signature and then return it to the teacher from whom you received it.

PROMOTION

A minimum average of 1.7 (C-) is required to advance from Grade 6 to 7, Grade 7 to 8 and Grade 8 to high school. All students not achieving the required 1.7 may have the opportunity to go to summer school to attain the required grade point average. Students returning to either grade for a second year shall be required to repeat the course of study prescribed for that grade.

HOMEWORK

(The homework policy will be sent home during the first week of school.)

An important part of your success as a student is dependent upon your ability to study independently. Homework helps to reinforce your understanding of what you have been taught in the classroom.

The student agenda has been issued to every student at JFK. Its purpose is to teach and encourage the practice of good study skills. Recording your assignments on a daily basis gives you and your parents the information you need to successfully plan and complete your homework assignments.

Parents should insist that students use this book and check daily assignments. Students who lose their agenda book will be able to buy one in the school store for \$5.00.

If absent from school, use the **Homework Buddy System** in the back of the homework book and call a classmate for assignments.

DEPARTMENTAL GRADING REQUIREMENTS

English Department:

Homework:

Assignments will support unit coursework.

Grading will reflect achievement of outlined expectations.

Homework not completed can lower grade significantly.

Evaluation:

Graded work is weighted as follows:

- * Assessment - 50% of overall grade.

- * Classwork/Homework - 50% of overall grade.

Students are evaluated in accordance with the district assessment calendar.

Writing Assignments:

Written products will reflect various lengths/formats.

Structure, development, and conventions will be the focus of writing lessons and assessment.

Writing is integrated with reading instruction.

Social Studies Department:

Homework:

Assignments will support unit coursework.

Grading will reflect achievement of outlined expectations.

Homework not completed can lower grade significantly.

Evaluation:

Graded work is weighted as follows:

- * Assessment - 50% of overall grade.

- * Classwork/Homework - 50% of overall grade.

Students are evaluated in accordance with the district assessment calendar.

Writing Assignments:

Written products will reflect various lengths/formats.

Writing is integrated within each unit of our social studies instruction.

Science Department:

Homework: Homework will reinforce the concepts and skills being learned in each respective unit.
The frequency of homework will vary depending on the investigations being facilitated each week.

Evaluation: Student learning will be evaluated formatively throughout a unit and from the use of performance assessments and performance tasks aligned to the Next Generation Science Standards. Projects and presentations will also provide students an opportunity to obtain, evaluate, and communicate information. Occasional summative assessments may be used to assess student understanding of the Disciplinary Core Ideas.

Writing Assignments: Each student will be expected to construct an explanation and engage in argument from evidence when writing their conclusions to performance investigations. Other writing assignments may be utilized when applicable, including article summaries, persuasive essays, and responses to open-ended questions.

Mathematics Department:

Homework: Minimum of 3 times per week.
There will be some variation when math classes study Geometry and Geometric construction.

Evaluation: Minimum of 7 test/quiz combinations over the quarter. These will also be supplemented with quizzes of a shorter nature. Homework counts as 20-25% of the overall grade.

Writing Assignments: When applicable.

World Languages Department:

Homework: Assignments may be given according to the unit being covered. They are graded according to if and how well expectations are met. Homework not completed can lower grade significantly.

Evaluation: All assigned work is graded on the point system. Possible points are divided into the points the student has earned to get an average.
Participation may be a significant part of the student's grade.

Evaluation of student progress is done in accordance with the district assessment calendar.

Writing Assignments: When applicable.

Reading Department:

Homework: Assignments are given according to the unit being covered. They are graded according to if and how well expectations are met. Homework not completed can lower grade significantly.

Evaluation: All assigned work is graded on the point system. Possible points are divided into the points the student has earned to get an average. Participation is a significant part of the student's grade.

Writing Assignments: When applicable.

Course	Categories	Percentages
Assisted Reading	Classwork	40
	Assessments	30
	Daily Reading	20
	Homework	10

Music Department:

Homework:

- Band/Chorus/Orchestra – students are expected to practice their assigned music at home.
- General Music – if the student is absent or falls behind in classwork, he or she is expected to complete work at home or after school. Students are also expected to spend time studying and preparing for tests.

Evaluation:

- Band/Chorus/Orchestra – 50% performance assessments; 40% classwork; 10% homework. Students are expected to attend all performances.
- General Music – 20% performance assessment; 20% classwork; 20% projects; 20% participation; 20% tests.

Writing Assignments:

- Band/Chorus/Orchestra - students will write critiques of musical performances. They are expected to use the vocabulary taught both in conversation and writing.
- General Music – incorporated in projects, reports, and notebooks. They are expected to use the vocabulary taught both in conversation and writing.

Technology Education:

Homework: Assignments are given according to the unit being covered. They are graded according to if and how well expectations are met. Homework not completed can lower grade significantly.

Evaluation: All assigned work is graded on the point system. Possible points are divided into the points the student has earned to get an average. Laboratory work is a significant part of the student's grade.

Writing Assignments: When applicable.

Art Department:

Homework: Students are expected to pace themselves to work within the time schedule. If the student is absent or gets behind, he or she is expected to supplement class time by completing work at home or after school.

Evaluation: Students will be assigned 7-9 projects per term (1 per unit). In addition, various forms of assessments (written and hands-on quizzes, and questioning) will be given each term.

Writing Assignments: When applicable. Students are expected to use the vocabulary taught both in conversation and writing

STUDENT SERVICES

GUIDANCE

The school counselors and other guidance workers offer you, as well as your parents and teachers, the opportunity for conferences to assist in planning your present and future progress. It is our hope that these personnel will be fully utilized by you, your parents and teachers. If at any time you wish to see your counselor, come to the Guidance Suite before 7:56 in the morning and get a pass from your counselor. If your counselor is not available, fill out the "Counselor Conference Request" form and give it to the guidance secretary. Please follow the above procedure and you will avoid being disappointed when you want to see your counselor. The guidance phone number is: **763-8876**. The guidance secretary will be happy to connect you to your child's counselor.

The school counselor protects the confidentiality of information received in the counseling process as specified by law and ethical standards. School counselors are to inform the appropriate authorities when a counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals. The State of Connecticut requires that school personnel, including counselors, report child abuse, child neglect, suspected child abuse and/or a child under 13 with venereal disease to the Connecticut Department of Children and Families.

SCHOOL NURSE INFORMATION

John F. Kennedy Middle School has a full time nurse and one part-time nurse on staff. The nurses' office is located in the main administrative wing. If you feel sick or have an injury, you must ask your teacher for a pass to the nurses' office. You will get a nurses' pass to return to class.

Parents will be called if it becomes necessary to dismiss a student due to illness or injury. Parents will also be called to inform them of concerns or issues with their student as they arise. If students request to call their parent, they will be allowed to use the school phone to call. If your student texts or calls from their cell phone to be dismissed due to illness, please be sure they have been to the nurses' office. Emergency numbers are most important in case parents are unavailable. Parents must sign in at the main office when dismissing a student. No student will be allowed to walk home. Students will not be dismissed without proper parent or emergency-person authorization. Parents can call the school nurses' office (763-8880) with questions about their student's health and well-being. Voice mail is on at all times.

CT State Law requires that every child be immunized before entering school. All students must be in compliance or they will be excluded from school until all immunizations are completed and documented. There are no exceptions to this Statute. All grade 6 students are required to have a complete physical (on a St of CT blue form) dated between the day after school ends in 5th grade and the day before the first day of school for 7th grade. Letters and forms will be mailed throughout the school year.

In addition, CT State Law mandates screenings to be done during the school year by the nurses. Scoliosis screenings are required in grades 6, 7 & 8. All students will be screened by the school nurses in Physical Education classes (students not in PE will be screened in the nurses' office). Letters will be mailed home if the nurse finds the need for a doctor's examination. Students with known scoliosis will be mailed referrals for updating. Hearing screenings are required for all 8th graders. Those students with a known hearing loss will be mailed a referral for updating. Vision and hearing screenings are required for all 6th graders. Students who do not meet the passing requirements will be mailed a referral for doctor's examination.

ADMINISTRATION OF MEDICINES

CT State Law, Section 10-212a, requires a written order by a physician or dentist and the written authorization of a parent or guardian for a school nurse, or in the absence of such nurse, the principal or any teacher to administer medications. Medication must be in pharmacy prepared containers and labeled with the name of the child, name of drug, strength, dosage, frequency, physician's or dentist's name, and date of original prescription. Over the counter medications must be in the original sealed container. Epi- pens and inhalers may be self- carried by the student but the proper doctor's authorization must be on file with the nurses. All other medications must be brought in and picked up by a legally responsible adult. Call the Nurses' Office (763-8880) if you have any questions concerning this policy. Medication Authorization Forms are available in the office.

LIBRARY

Students come to the Library throughout the year with their teachers. The Library is open during the school day, so students may use the Library independently with arrangements by a teacher. Late bus passes are issued to students on Monday, Wednesday, and Thursday, for after-school work. Students need to sign-up in the Library during the day to stay after. To either check out books or stay after school, students must have their student ID. Parent Resource Center is also located in a quiet corner of the Library. Tapes, books, and pamphlets are available for parents to read or check out. The Center is open each day from 7:30 to 3:15. Evening programs of special interest are also scheduled throughout the year.

EXTRA-CURRICULAR ACTIVITIES

A minimum average of 1.7 and not more than one “F” are required for participation in extra curricular activities.

ATHLETICS

There will be inter-scholastic sports offerings at John F. Kennedy Middle School. Tryouts will be conducted at the beginning of each season for the following sports options: boys/girls soccer; boys/girls cross country; field hockey; boys/girls basketball; baseball; softball; boys and girls track and field. All athletes must have updated physicals before participating in any sport. Students participating in our pay to play program must also meet CIAC standards of practice as outlined in the CIAC handbook. A flat fee of \$100 per student will be charged. Students who are eligible for Free Lunch will not need to pay to participate. Students on Reduced Lunch will be charged \$40. Checks should be made to “Enfield Athletics” with a memo stating “Participation Fee.”

CLUBS

Clubs are formed when enough students express an interest in an activity to warrant its organization. Interested teachers sponsor these clubs which meet after school. Clubs which were extremely active during past years are as follows: Color Guard, Craft Club, Drama Club, Mural Club, Percussion Ensemble, Rachel’s Challenge, Solo Club, Student Council, Tennis Club, and Volleyball Club.

NATIONAL JUNIOR HONOR SOCIETY

Eighth Grade students selected for membership in the National Junior Honor Society must possess specific criteria in the areas of academic performance, community service and leadership positions. The selection process will begin during the second semester of their eighth grade year.

VISITORS

Anyone who visits the school at any time during the school day will be buzzed in at the main entrance of the school. There are no other entry points to JFK Middle School throughout the school day. Additionally, all visitors must present a photo identification upon entry. This photo identification will need to remain in the office for the duration of the visit. All visitors must wear a visitor pass, which will be provided at the sign-in table.

*Student visitors must have the prior permission of the principal to attend JFK Middle School.

FINAL NOTE

Each student will receive a packet of school policies and forms during the first week of school. We assume you will familiarize yourself with the contents of the student packet as well as our electronic version of our student handbook. Should you have any questions about the content of

either or need a hard copy of the student handbook please contact the school administration.

ENFIELD PUBLIC SCHOOLS POLICIES

Enfield, Connecticut

Community Relations 1250 - Visits to the School

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.

Classroom Observation by Non-school Personnel

The Board of Education encourages the observation of classrooms by Enfield parents and other non-school personnel to promote better understanding of the school district. The Board of Education also recognizes the right of students to have uninterrupted lessons. In the interest of preserving the privacy rights of the child and to ensure the least disruption of the learning process, the following guidelines are established:

1. Anyone wishing to observe a classroom must contact the administration of the school prior to the observation.
2. In considering requests for classroom observation, the primary responsibility of the administration shall be to avoid disruption of the learning environment and, to that end, the administration shall, in its good judgment, apply the test of reasonableness.
3. When an observer is visiting a class, he/she is an observer only and should not interfere with the lesson presentation. If there are any questions, the observer should address them to the teacher and/or school administrator outside the classroom setting.
4. Audio and video tape-recording or photographing of classroom activities by third parties may be disruptive of the educational process and may invade the privacy rights of students and will therefore not generally be allowed. Exceptions to these guidelines may be made by the Administration, subject to reasonable restrictions, as the Administration may adopt concerning a particular request.

Policy Adopted: April 24, 2018

ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT

POLICY ON STUDENT RECORDS & CONFIDENTIAL 5125.2

The Enfield Board of Education supports the need of student records for each pupil that will reflect the academic, physical, emotional, and social development of the student. An educational record shall be maintained for each student from his/her entrance into the school system through the twelfth grade. The basic purpose of these records is to use them for the benefit of the student.

Administrative regulations will protect the privacy rights of parents and students in accordance with Federal and State Statutes.

Submitted: December 5, 1978

Approved: December 12, 1978

ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT

Community Relations 1212

School Volunteers, Student Interns and Other Non-Employees

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 Reference: Connecticut General Statutes

10-4g Parent and community involvement in schools; model programs; school-based teams.

10-235 Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation.

54-254 Registration of person who has committed a felony for a sexual purpose.

ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT

Community Relations

1411

Relations with the Enfield Police Department

The Enfield Board of Education and the Enfield Police Department are engaged in a cooperative relationship that extends across a wide range of mutual interests to serve students, district employees, and the public. The police wish to provide an effective and appropriate police response to protect the safety of all persons engaged in the everyday business of the school district and safeguard the school buildings and property.

Whenever possible in cases involving students, administrators or their designees are expected to be present to witness all police activity. Designees will be judiciously assigned by administrators to accommodate the best interests and comfort of the students.

Finally, the relationship extends the Board of Education's cooperation with the efforts of the Enfield Police Department's Community Policing program.

A. Police response to calls originating in the schools

All calls to police should be made with the approval of the building administrator. Normally such approval will be prior to any call. If an emergency call must be made, the Principal should be notified immediately afterward.

1. **Emergency calls** - Should a case arise when school officials determine they do not have the capacity or expertise to manage a situation safely, they may decide to call the Enfield Police for assistance.
2. **Non-emergency calls directly involving the presence of suspects** - Police may be summoned by school personnel to situations wherein criminal offense may have been committed on school grounds; for example, smoking in a public building, disorderly conduct, assault, or discovery of drugs or alcohol. In cases where an identified suspect is involved, the police action is subject to the formal instructions contained in the Enfield Police Department General Orders, particularly Chapter 44 regarding Juvenile Operations insofar as they accurately reflect applicable statutes.

In cases involving the apprehension, questioning, and arrest of adults, the administrator(s) or designee(s) are responsible to assure that police actions occur with as much order and decorum as possible to avoid a disturbance affecting students and staff who are otherwise not directly involved.

4. **Non-emergency calls not involving the presence of suspects** - In other situations, police may be summoned to investigate a condition in which no identifiable suspect is immediately

and directly involved; for example, an instance of vandalism or burglary. The building administrators will cooperate with the police in making the complaint and filing the appropriate reports.

B. Police questioning of students in school

Individual students or employees of the Enfield School system may from time to time become proper subjects of police interrogation as complainants, victims, witnesses, or suspects in matters not directly connected to their status in the school system. Normally, such interrogations should occur off school grounds outside of school hours. When, in an unusual situation an interrogation at school facilities during regular school hours cannot be avoided, police will contact the building administrator to explain the situation, including reasons why the student or school employee must be interviewed in the school. If the administrator concurs, he or she will make arrangements for as inconspicuous an interview as possible. If the administrator does not concur, the interview will not take place.

C. Community Policing

Community Policing is an activity of the Enfield Police Department dedicated to promoting the positive aspects of law enforcement in a free society and educating citizens about the functions of the police within the community. The Enfield Board of Education believes that schools are appropriate sites to promote understanding, trust, and cooperation among citizens and police. To achieve these goals, police officers selected and trained by Police Department officials and approved by the building administrators will make frequent visits to all town schools during regular school hours. The visits may be random or scheduled. Officers will be highly visible to the students and staff. These officers are not to be assigned to patrol school buildings and grounds without the expressed approval of the Board of Education. Their function in community policing is to interact socially and informally with students, administrators, faculty, and staff.

At the same time the Board recognizes that police officers are sworn to uphold the law, and thus compelled to react officially to any criminal activities they witness or are called upon to investigate while they are on school premises even in community policing or unofficial capacities.

Legal Reference: Connecticut General Statutes
 10-221 Boards of Education to prescribe rules
 53a-185 Loitering in or about school grounds: Class C Misdemeanor
 54-76j Disposition upon adjudication as youthful offender
 New Jersey vs. T.L.O. U.S. 325 (1985)
 Enfield Police Department General Orders

Policy Adopted: April 24, 2018

ENFIELD PUBLIC SCHOOLS

Enfield, Connecticut

Business/Non-Instructional Operations 3541

Transportation of Students

I. Transportation of Students

The Board of Education will provide transportation for students under provisions of state law and regulations. The Superintendent of Schools shall administer the operation.

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned/leased facilities. Parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient.

Transportation will be provided to/from a student's care provider (daycare, or responsible adult) at a bus stop near the provider's location only if the provider is located within the student's assigned school district based on the student's legal residence and within the area served by the school. Transportation to a care provider outside a school's service area will not be provided by the Enfield Public School System.

A. Eligibility

Resident public and private nonprofit school students living outside of the defined walking limits (subparagraph 1. below), based on the most direct route from the student's home beginning at a point at the curb or edge of a public road or highway nearest the home to the edge of the school property or bus pickup areas, will be furnished transportation by the Board of Education. Students will be eligible for school transportation if one or more of the following criteria are present:

1. The walking distance for the student, either to school or to the nearest bus stop, is in excess of the following distances:
 - a. For students enrolled in grades K through 2, up to one (1) mile;
 - b. For students enrolled grades 3 through 5 one and one quarter (1.25) miles;
 - c. For students enrolled in grades 6 through 12, one and one half (1.5) miles.
2. The walking route does not exceed the limits set forth in subparagraph 1. above, but presents hazardous conditions ([See Section II](#)) which the Board cannot reasonably eliminate or adequately abate.

Transportation of Students – Misbehavior on School Buses

For misbehavior on the school bus, a student may be denied this transportation. Bus students are entitled to be free from annoyance of disturbers, and as well, to be protected from injury which may result in consequence of the misconduct of a student during transportation. The school bus driver or officials of the bus company must report all cases of such serious misconduct to the school administration. Transportation may be denied the offender in the following manner:

The school Principal may deny such transportation up to a total of five days, until the student gives evidence of reform; and/or the Superintendent may do so up to a period of ten days. Such removal shall be immediately reported to the parent, in writing, and a copy of this letter shall be kept on file in the office of the Superintendent of Schools. No student shall be permanently excluded from riding on the school bus (when otherwise entitled to do so) except by order of the Board of Education.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education

ENFIELD PUBLIC SCHOOLS

Enfield, Connecticut

Business/Non-Instructional Operations 3524.1

Hazardous Material in Schools - Pest Management /Pesticide Application

The Board of Education believes that structural and landscape pests can pose significant hazards

to people, property and the environment. Pests are living organisms such as plants, animals or microorganisms that interfere with human uses for the school site. Strategies for managing pest

populations will be influenced by the pest species and the degree to which that population poses

a threat to people, property or the environment. Further, the Board also believes that pesticides

can also pose hazards to people, property and the environment. The intent of this policy is to ensure the health and safety of students, teachers, staff and all others using district buildings and

grounds.

The goal of this pest management program is to manage pests in order to:

- Reduce any potential human health hazard and/or to protect against a significant threat to public safety;
- Prevent loss or damage to school structures or property;
- Prevent pests from spreading in the community or to plant and animal populations beyond the site;
- Enhance the quality of life and to provide a safe and healthy learning environment for students, staff and others.

The school district shall incorporate Integrated Pest Management procedures (IPM) to manage structural and landscape pests and the toxic chemicals for their control in order to alleviate pest

problems with the least possible hazard to people, property and the environment. In addition, staff, students and the public shall be educated, at least annually, about potential school pest problems and the IPM policies and procedures to be used to achieve the desired pest management objectives. Integrated Pest Management (IPM) is the coordinated use of pest and environmental information with available pest control methods to prevent unacceptable levels of

pest damage by the most economical means with the least possible hazard.

IPM procedures will determine when to control pests and whether to use mechanical, physical,

chemical, cultural or biological means. Chemical controls shall be used as a last resort. The Board establishes that the school district shall use pesticides only after consideration of the full

range of alternatives, including no action, based upon an analysis of environmental effects, safety, effectiveness and costs. The Superintendent or his/her designee shall be responsible to implement Integrated Pest Management (IPM) procedures and to coordinate communications with members of the staff who are responsible for pest control, such as maintenance personnel,

custodians, and hired contractors when utilized by the district to control a pest problem. The Maintenance Supervisor/Head Custodian shall be designated as the IPM supervisor and shall direct and supervise all IPM procedures to be carried out by assigned maintenance and/or custodial staff.

All district employees who use chemicals to control a pest problem must be trained and shall follow all precautions and application regulations. The District will only employ certified pesticide applicators for any necessary and non-emergency pesticide use in school building or on

school grounds. Contractors hired to do this work shall give evidence of appropriate training and certification in the proper use of pesticides. Pest control contractors shall be utilized, when deemed necessary, to inspect for conditions conducive to pest problems and to develop appropriate prevention measures. Pest control contractors will be expected to write recommendations for structural improvements or repairs and housekeeping and sanitation measures required to reduce or prevent recurrence of pest problems. Someone other than a certified pesticide applicator may apply a pesticide in an emergency to eliminate an immediate human health threat when

- (1) it is impractical to obtain the services of a certified pesticide applicator and
- (2) a restricted use pesticide is not used.

Whenever it is deemed necessary to use a chemical substance that school must provide notification to all parents and staff who have registered for advanced notification in conformity

with state statutes. The District, prior to any application of pesticide within any building or on school grounds shall provide such notice by electronic mail no later than twenty-four hours prior

to the pesticide application. Notices shall also be posted in designated areas at school at least (suggested) forty-eight (48) hours prior to the application.

At the beginning of each school year and at the time a student is registered, parents/guardians shall be informed of the District's pest management policy. Those parents/guardians and staff who register a request shall be notified prior to every pesticide application. Parents/guardians who have registered for prior notice shall receive a transmittal of notice by electronic mail no later than twenty-four hours prior to such application. Notice shall be given by any means practicable to school staff who have registered for such notice.

The notice shall include:

- The name of the active ingredient of the pesticide being applied.
- The target pest.
- The location of the application on school property.
- The date of the application.
- The name of the school administrator or designee who may be contacted for further information.

On or after October 1, 2015, the Board of Education is required to post notice of pesticide application not less than twenty-four hours prior to the application on or through the (1) home page of the school's website where the application will occur, or in the absence of a school's website, on the District's website; and (2) the primary social media account of the school or Board of Education. The District's website must indicate how parents/guardians may register for prior notice of pesticide application.

Not later than March 15 of each year, a notice of applications made since January first of such year, and a listing of such notices for applications made during the period March 15th through December 31st time frame from the preceding calendar year shall be sent through the District's

electronic mail notification or alert system. This notification is for those parents/guardians who

previously registered for prior notification of pesticide applications.

The District is also required to print the above required electronic mail notification in the applicable parent handbook. (The law, C.G.S. 10-231c, as amended does not require the reprinting of the handbook to provide the notification or the development or use of a website, social media account or electronic mail notification or alert system not already in use or

existence prior to October 1, 2015.)

Information regarding pesticides used and areas treated shall be maintained for a period of five

years at the school site and available to the public and staff upon request. The district shall establish and maintain accurate records of all chemical use and their location. In addition, records of all pest control actions including information on indicators of pest activity that can verify the need for action. Pesticide applications shall be limited to non-school hours and when activities are not taking place.

The application of lawn care pesticides on the grounds of any schools with students in grade eight or lower, except on an emergency basis, must be according to an integrated pest management plan (IPM). An emergency application may be made to eliminate a human health threat in any school with students through grade eight as determined by the Superintendent of Schools, subject to applicable Connecticut statutory and regulatory provisions.

Legal Reference: Connecticut General Statutes

10-231b Pesticide applications at schools: Authorized applicators.

Exception. (as amended by P.A. 09-56)

10-231c Pesticide applications at schools without an integrated pest management plan. (as amended by June 2015 Special Session PA 15-5)

22a-46 Short title: Connecticut Pesticide Control Act.

22a-54 Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility; aircraft, tree, public employee applicators.

22a-58 Records to be kept by distributors and applicators.

23-61b Licensing for arboriculture; examination; fees; renewal; suspension, revocation. Nonresidents. Records. Pesticides.

P.A. 09-56 An Act Concerning Pesticide Applications at Child Day Care Centers and Schools.

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 136 et seq

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

Students

5131.911

Bullying, Teen Dating Violence Prevention and Intervention

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an educational environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, discrimination, teen dating violence, intimidation and bullying.

Definitions

“Bullying” means an act that is direct or indirect and severe, persistent or pervasive which:

- A. causes physical or emotional harm to an individual,
- B. places an individual in reasonable fear of physical or emotional harm, or,
- C. infringes on the rights and opportunities of an individual at school.

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

“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.

“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 have recently been in a dating relationship.

“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.

Definitions (continued)

“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.

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

“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.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school 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 (b) 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.

“School climate” means the quality and character of school life based on patterns of students, parents’ and guardians’ and school employees’ experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

“Positive school climate” means (A) a school climate in which the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (B) students, parents and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (C) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (D) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

“Emotional intelligence” means the ability to (A) perceive, recognize and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

“Social and emotional learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Examples of Bullying include, but are not limited to:

Bullying (continued)

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, 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 the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

The District’s program: *(Also outlined in the section pertaining to the “Safe School Climate Plan.”)*

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying and teen dating violence in its schools and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;

Bullying, Teen Dating Violence Prevention and Intervention**Bullying (continued)**

2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
3. Requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying and to file a written report not later than two school days after making such an oral report;
4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report, and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. Requires 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. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation of the results of such investigation and verbally and by electronic mail, that such parents/guardians may refer to the plan language explanation of the rights and remedies posted on the district's website. (available under CGS 10-4a and 10- 4b);
9. Requires each school to invite the parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of the students against whom such act of bullying was directed and the policies and procedures in place to prevent further acts of bullying;

10. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
11. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to make such list publicly available; and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
12. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
14. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
15. Requires 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 constitute criminal conduct;
16. Prohibits bullying (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 (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;
17. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
18. Requires all school employees to annually complete the training required by C.G.S. 10-220a, or 10-222j, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

19. As required, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, cooperative assistance and approval not later than July 1, 2014; and
20. Requires that not later than thirty calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged acts of bullying and teen dating violence. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying and teen dating violence. The safe climate specialist shall investigate or supervise the investigation of all reports of bullying and teen dating violence promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying and teen dating violence. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222g, as amended, a prevention and intervention strategy which 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 and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, 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 or teen dating violence is likely to occur.
4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.

Bullying, Teen Dating Violence Prevention and Intervention

Prevention and Intervention Strategy (continued)

5. Individual interventions with the bully or student who commits teen dating violence, parents and school employees and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings, and individual interventions.
9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

Note: Funding for the school-based bullying intervention and school climate improvement may originate from public, private, or philanthropic sources. For purposes of this section, “interventions with the bullied child” includes referrals to a school counselor, psychologist or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.

District Safe School Climate Coordinator

Annually, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District’s safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying and teen dating violence in the schools of the district.
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent to the Department of Education;
4. Respond to bullying and teen dating violence in District schools;

District Safe School Climate Coordinator (continued)

5. Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating violence issues in the District and make recommended changes to the District's safe school climate plan.
6. Successfully complete the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once.)

Safe School Climate Specialist

Annually, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

Safe School Climate Committee

Annually, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

Such committee shall also include: (a) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining unit representative for certified employees, (b) medical and mental health personnel assigned to such school, and (c) at the high school level at least one student enrolled at the school. The student is to be selected by the students in a manner determined by the school Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying and teen dating violence;
2. Identify and address patterns of bullying and teen dating violence among students in the school;

Safe School Climate Committee (continued)

3. Implement the provisions of the school security and safety plan regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee;
4. Review and amend school policies relating to bullying and teen dating violence;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent and student members of the Safe School Climate Committee are excluded from activities #1 and #3 or any other activity that may compromise the confidentiality of a student.

Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying and teen dating violence in its schools. Such plan shall:

1. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
2. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed to receive prompt notice that such investigation has commenced;

3. 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;
4. Include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
5. Provide for the inclusion of language in student codes of conduct concerning bullying;
6. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation of the results of such investigation, and verbally and/or by electronic mail, if such parents or guardians electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under C.G.S. 10-4a and 10-4b published on the District's website;
7. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying;
8. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying 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;
9. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
10. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
11. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying or teen dating violence;
12. 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 constitute criminal conduct;
13. Prohibit bullying (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 the Board or through the use of an electronic

device or an electronic mobile device owned, leased or used by the Board and (B) 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;

14. 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
15. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

The Board of Education shall publish on the District's website the plain language explanation of the rights and remedies available under C.G.S. 10-4a and C.G.S. 10-4b.

The Board of Education, in consultation with the State Department of Education (SDE) and the social and emotional learning and school climate advisory collaborative, shall provide on the SBE's website training materials to school administrators regarding bullying prevention and intervention.

(cf. 0521 – Nondiscrimination) (cf.
4131 – Staff Development)
(cf. 5114 – Suspension and Expulsion/Due Process) (cf.
5131 – Conduct)
(cf. 5131.21 – Violent and Aggressive Behavior) (cf.
5131.8 – Out-of-School Misconduct)
(cf. 5131.912 – Aggressive Behavior) (cf.
5131.913 – Cyberbullying)
(cf. 5131.91 – Hazing)
(cf. 5144 – Discipline/Punishment) (cf.
5145.4 – Nondiscrimination) (cf.
5145.5 – Sexual Harassment)
(cf. 5145.51 – Peer Sexual Harassment) (cf.
6121 – Nondiscrimination)
(cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes
 10-15b Access of parent or guardian to student's records. Inspection and
 subpoena of school or student records.
 10-220a Inservice training

10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.
10-222g Prevention and intervention strategy re bullying and teen dating violence
10-222h Analysis of school districts' efforts re prevention of and response to bullying in schools. School climate assessment instruments
10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14)
10-233 Review of school climate plans by Department of Education 10-233a through 10-233f
P.A. 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.
P.A. 19-166 An Act Concerning School Climates
P.A. 21-95 An Act Concerning Assorted Revisions and Additions to the Education Statutes

Adopted: January 24, 2012
Revised: March 27, 2012
Revised: May 12, 2015
Adopted: February 23, 2021
Revised: May 10, 2022

DISTRICT SAFE SCHOOL CLIMATE PLAN

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, 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 and 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 is 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 and teen dating violence behavior, 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 and 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.
- 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 which 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.

II. Definition of Bullying

- A. **"Bullying"** means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture

directed at or referring to another student attending school in the same 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.

III. 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, photo electronic 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.

IV. **Leadership and Administrative Responsibilities**

A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, 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

For the school year commencing July 1, 2012, and each school year thereafter, 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.

V. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("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) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) 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. Not later than January 1, 2012, 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 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.

VI. 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 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. 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.

VII. 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 also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian 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 to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
- 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 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), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. 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.

IX. 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.

X. Other Prevention and Intervention Strategies

- A. Bullying and teen dating violence behavior 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 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. 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:

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, 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/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 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; and
- f. Restitution and/or restorative interventions.
- 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, 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 is 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.
- 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.”

XI. 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 its 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.

XII. 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.

XIII. 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 Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

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

Legal References:

Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws

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)

FORM A
ENFIELD PUBLIC SCHOOLS

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; the approximate dates and the location:

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

If “Yes”, to whom was it reported and when?

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Was the report verbal or written?

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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
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FORM B

ENFIELD PUBLIC SCHOOLS

INTERNAL INVESTIGATION NOTES

For Staff Use Only:

Has student requested	anonymity?	Y	N
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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
Y	1	0
N	0	1

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes _____ No _____

Remedial Action(s)

[illegible]

Name of Investigator: _____ Date: _____

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, Invitations to Parent Meetings, Records of Parent Meetings)

FORM C

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

Name of Investigator: _____ Date: _____

(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)

FORM D

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 this 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.

Signature of Parent/Guardian Date _____

Name (Please print) _____

FORM E
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 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 this 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.

Signature of Parent/Guardian

Date

Name (Please print)

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

Instruction

6162.51

Surveys of Students (Student Privacy)

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. The Board of Education (Board) recognizes its responsibility to enact policies that protect student privacy in accordance with law. This is particularly relevant in the context of the administration of surveys that collect personal information, the disclosure of personal information for marketing purposes and in conducting physical exams. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements of Policy 6141.11. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Note: The term “survey” includes an evaluation.
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Prior to administering a survey, the Board of Education must approve all those that are received by the Superintendent that include reference to any of the factors listed below. In addition, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student’s parent;
2. mental or psychological problems of the student or the student’s family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or

Surveys of Students (Student Privacy)

8. religious practices, affiliations, or beliefs of the student or the student's parent/guardian.

In the event the District plans to survey students to gather information included in the above list, the District will obtain written consent from the parent/guardian in advance of administering the survey. The notification/consent form will also apprise the parent/guardian of their right to inspect the survey prior to their child's participation.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such approved surveys must be shared with the Board of Education.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

For surveys not funded in any part by the federal government, parents/guardians need not give written consent, but must instead be given prior notice of the survey with the opportunity to opt their child out of participation if the survey elicits information concerning any of the eight protected areas listed above.

Overall survey results following decisions must be shared with all parties who request such information.

Marketing

It is the Board's policy not to collect, disclose, or use personal information gathered from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, or educational institutions, such as:

- a. College or other postsecondary education recruitment, or military recruitment;
- b. Book clubs, magazines and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used in schools;
- d. Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information about students;
- e. Student recognition programs; and
- f. The sale by students of products or services to raise funds for school-related activities or education-related activities.

<p>Note: <i>"Personal Information" means individually identifiable information including a student's or parent's first and last name, home address, telephone number or social security number. 20 U.S.C. §1232h(c)(6)(E).</i></p>

Surveys of Students (Student Privacy)**Invasive Physical Examinations**

Note: *The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.*

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law, a student’s parent/guardian will be notified and given an opportunity to opt their child out of the exam. Hearing, vision and scoliosis screenings are not subject to prior notification.

Inspection of Instructional Material

Parents/guardians of a student shall also have the right to inspect and review, upon written request to the Building Principal, any instructional material used as part of the educational curriculum. The District shall grant access to instructional material within a reasonable period of time, identified as within 30 calendar days, after a parental request is received.

Note: *The term “instructional material” means instructional material that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include academic tests or academic assessments.*

The law does not identify a “reasonable period of time.” Therefore the district is free to identify any period of time it deems reasonable.

Notification

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in District schools. The District shall also notify parents/guardians within a reasonable period of time after any substantive change to this policy.

(cf. 6141.11 - Curriculum Research/Experimental Projects)

(cf. 6161 – Equipment, Books and Materials: Provision/Selection)

(cf. 6161.1 – Evaluation/Selection of Instructional Materials)

(cf. 6161.12 – Reconsideration of Materials)

Legal Reference: Elementary and Secondary Education Act of 1965, 20 U.S.C. §1232h
Protection of Pupil Rights Amendment, as amended by the Every Student Succeeds Act, Pub. L. 114-95
Regulation 34 CFR Part 98 (PPRA Regulations)

Policy Adopted: May 11, 2021

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

WRITTEN CONSENT OF STUDENT SUBMISSION TO
SURVEYS, PERSONAL ANALYSIS, OR EVALUATIONS

(This form is to be used to provide as required by federal law written consent of a student's parent or guardian to the student's participation in a survey, a personal analysis, or an evaluation.)

Name of Student: _____

Address: _____

Grade/School Year: _____ Birthdate of Student: _____

Name of Student's Parent or Guardian: _____

Address of Parent or Guardian: _____

The survey, personal analysis, or evaluation reveals the following information: (check all those applicable)

- ☐ Political affiliations or beliefs of the student or the student's parent.
- ☐ Religious beliefs, practices, or affiliations of the student or the student's parent.
- ☐ Mental or psychological conditions that may embarrass the student or his/her family.
- ☐ Sexual behavior and attitudes.
- ☐ Illegal, anti-social, self-incriminating or demeaning behavior.
- ☐ Critical appraisals of other individuals with whom the student has a close family relationship.
- ☐ Legally recognized privileged or confidential relationships, including a relationship with a lawyer, physician, or minister.
- ☐ Income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program.)

A copy of the personal analysis, survey, or evaluation is attached for your review.

I, (name of parent/guardian of student), consent to the participation of (name of student) in the attached survey, personal analysis, or evaluation.

(Signature of Parent/Guardian)

(Date)

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

RIGHT TO INSPECT CERTAIN INSTRUCTIONAL MATERIAL

In addition to any other rights with respect to the inspection of instructional materials, the parent or guardian of a child enrolled in a school within the Enfield School District which receives funds from the United States Department of Education either directly or indirectly, shall be entitled to inspect those instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any school program or curriculum.

Any complaints arising under this policy may be submitted in accordance with the policy for parental (public) complaints.

Legal Reference: 20 U.S.C. 1232h(a)

STUDENT SUBMISSION TO REQUIRED SURVEYS,
ANALYSIS, OR EVALUATIONS OF SCHOOL PROGRAMS

No student shall be required without prior written consent of the student's parent or guardian, as part of any school program or curriculum which receives funds from the United States Department of Education, to submit to a survey, analysis, or evaluation which reveals information concerning:

- (1) political affiliations or beliefs of the student or the student's parent;
- (2) mental or psychological problems of the student or the student's family;
- (3) sex behavior or attitudes;
- (4) illegal, anti-social, self-incriminating or demeaning behavior;
- (5) critical appraisals of other individuals with whom respondents have close family relationships;
- (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- (7) religious practices, affiliations or beliefs of the student or the student's parent; or
- (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Legal Reference: 20 U.S.C. 1232h(b)