

ENFIELD PUBLIC SCHOOLS

Elementary School Handbook for Parents and Students



2022/2023



We make a difference in Enfield – every child, every day.

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ADMINISTRATIVE OFFICES AT ALCORN SCHOOL

Superintendent

Christopher Drezek (860) 253-6531

Assistant Superintendent

Andrew Longey (860) 253-6533

Chief Academic Officer

Michelle Middleton (860) 253-6549

Director of Special Education

Julie Carroll (860) 253-6518

Chief Education Technology Officer

Guy Bourassa (860) 253-6512

Director of Educational Equity

Altressa Cox-Blackwell (860) 253-6556

Director of Innovation

Dr. Kerry Wiley (860) 253-5167

Director of Nutrition Services

Diane Edwards (860) 253-6509

Director of Strategic Development and Partnerships

John Dague (860) 253-5564

Director of Talent

Dr. Meghann Burr (860) 253-6513

Human Resources Manager

Maureen Jewell (860) 253-6538

Business Manager

Lorena Cisneros (860) 253-6526

Partnership Coordinator

Amy Witbro (860) 253-6552

Attendance Officer

Richard Zaczynski (860) 763-7411

Primary Schools (K-2)

Enfield Street School

Mark Lord, Principal (860) 253-6563
Bethany Calado, Assistant Principal (860) 253-6479

Hazardville Memorial School

Lisa Hunter, Principal (860) 763-7501
Nicholas Flynn, Assistant Principal (860) 763-8871

Henry Barnard School

James Graham, Principal (860) 253-6541
Jennifer Hayford, Assistant Principal (860) 253-6534

Intermediate Schools (3-5)

Edgar H. Parkman School

Irene Roman, Principal (860) 253-6571
Julia Barnett, Assistant Principal (860) 253-5563

Eli Whitney School

Kate Flanagan, Principal (860) 763-7541
Kristen Fitzsimons, Assistant Principal (860) 763-7545

Prudence Crandall School

Andrew Duperre, Principal (860) 253-6463
Dawn Marchese, Assistant Principal (860) 253-1988

SYSTEM-WIDE COORDINATORS

ENGLISH, Deborah Gaskell (860) 763-8836

GUIDANCE, David White (860) 253-5551

MATHEMATICS, Jason LaMesa (860) 253-6553

MUSIC, Mark Reppucci (860) 424-6774

PHYSICAL EDUCATION/HEALTH, Mark Dube (860) 763-7585

READING, Adrienne Snow (860) 763-8881

SCIENCE, Christopher Ponte (860) 763-8834

SOCIAL STUDIES, Joel Senez (860) 741-4033

SPECIAL EDUCATION

(Grade PK-2) Allison Law (860) 763-7564

(Grade 3-5) Amy Dennis (860) 253-6318

STEAM, Elana-Marie Beebe (860) 253-6589

VISUAL ARTS, Chris Scioscio (860) 763-7031

WORLD LANGUAGE, Amy Jensen (860) 253-5556

Director of Health Services, Jessica Spera, BSN, RN... (860) 763-8830

| |
|---------------------------|
| Color Code for PL Days |
| Full Day PL |
| Half Day PL |
| Elem. Conf. & Grades 6-12 |
| Half Day PL |
| Staff PL Full Days |

Enfield Public Schools 2022/23 School Calendar



School Closing Hotline - 860-253-5170
Website - www.enfieldschools.org

Regular School Hours
8:20 - 10:55 Intgr. Pre-K AM
12:15 - 2:46 Intgr. Pre-K PM
8:20 - 2:46 PK STEAM Acad
9:00 - 12:30 Head Start Part Day
8:00 - 4:00 Head Start Full Day
8:30 - 3:30 Head Start Full Day

8:55 - 3:21 - K-2
8:40 - 3:06 - 3-5
7:48 - 2:36 - 6-8
7:26 - 2:02 - 9-12
7:30 - 1:30 - Eagle Academy

Two Hour Delay Hours
Cancelled - Intgr. Pre-K AM
12:15 - 2:46 - Intgr. Pre-K PM
10:20 - 2:46 - PK STEAM Acad.
11:00 - 12:30 - Head Start Part Day
10:00 - 4:00 - Head Start Full Day
10:30 - 3:30 - Head Start Full Day
10:55 - 3:21 - K-2
10:40 - 3:06 - 3-5
9:48 - 2:36 - 6-8
9:26 - 2:02 - 9-12
9:30 - 1:30 - Eagle Academy

Three Hour Delay Hours
Cancelled - Intgr. Pre-K AM
Cancelled - Intgr. Pre-K PM
Cancelled - PK STEAM Acad.
Cancelled - All Head Start Programs
11:55 - 3:21 - K-2
11:40 - 3:06 - 3-5
10:48 - 2:36 - 6-8
10:26 - 2:02 - 9-12
10:30 - 1:30 - Eagle Academy

Early Release Days with Lunch
8:20 - 10:55 - Intgr. Pre-K AM
Cancelled - Intgr. Pre-K PM
8:20 - 12:15 - PK Steam Acad.
9:00 - 10:30 - Head Start Part Day
8:00 - 10:55 - Head Start Full Day
8:30 - 10:55 - Head Start Full Day

8:55 - 1:50 - K-2
8:40 - 1:35 - 3-5
7:48 - 1:00 - 6-8
7:26 - 12:20 - 9-12
7:30 - 12:00 - Eagle Academy

Early Release without Lunch and/or Emergency Closures - will only be used for emergency school closures

No Out-of-Town Buses
Cancelled - Intgr. Pre-K AM
Cancelled - Intgr. Pre-K PM
Cancelled - PK STEAM Academy
Cancelled - All Head Start Programs
8:55 - 11:50 - K-2
8:40 - 11:35 - 3-5
7:48 - 11:00 - 6-8
7:26 - 10:20 - 9-12
7:30 - 10:30 - Eagle Academy

Last Two Days of School:
The last two days of school will be early Release Days with lunch for grades PK-8

Firm Graduation Date:
June 16, 2022 (185th Day)

Draft: 01-27-22
Approved: 02-08-22

| |
|----------------------------|
| August 24 |
| August 25 |
| October 11 |
| November 8 |
| February 17 |
| February 21 |
| Staff PL Half Days & Early |
| Release Days with Lunch |
| September 28 |
| October 26 |
| December 7 |
| January 25 |
| March 15 |
| April 26 |
| May 24 |

| AUGUST - 2 Days | | | | | | | SEPTEMBER - 21 Days | | | | | | |
|--------------------------|----|------|------|------|----|----|--------------------------------|-----|----|-----|----|----|----|
| s | m | t | w | th | f | s | s | m | t | w | th | f | s |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | 1 | 2 | 3 | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | [5] | 6 | 7 | 8 | 9 | 10 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 21 | 22 | 23 | <24> | <25> | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 28 | 29 | *30* | 31 | | | | 25 | 26 | 27 | 28> | 29 | 30 | |
| <24 & 25> Staff PL - NS | | | | | | | [5] Labor Day - NS | | | | | | |
| 26 - NS | | | | | | | 28> K-12 Early Rel. & Staff PL | | | | | | |
| 29 - NS | | | | | | | | | | | | | |
| *30* First Day of School | | | | | | | | | | | | | |

| OCTOBER - 19 Days | | | | | | |
|-------------------|------|------|-----|----|----|----|
| s | m | t | w | th | f | s |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | [10] | <11> | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26> | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| NOVEMBER - 18 Days | | | | | | |
|--------------------|----|-----|-----|------|------|----|
| s | m | t | w | th | f | s |
| | | 1 | 2 | 3> | 4 | 5 |
| 6 | 7 | <8> | 9> | 10 | [11] | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23> | [24] | [25] | 26 |
| 27 | 28 | 29 | 30 | | | |

| DECEMBER - 17 Days | | | | | | |
|--------------------|------|------|------|------|------|----|
| s | m | t | w | th | f | s |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7> | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23> | 24 |
| 25 | [26] | [27] | [28] | [29] | [30] | 31 |

| |
|--------------------------------|
| [10] Columbus Day - NS |
| <11> Staff PL - NS |
| 26> K-12 Early Rel. & Staff PL |

| |
|--|
| 3> - K-12 Early Rel. K-5 Afternoon & Evening Conf. & 6-12 Staff PL |
| 7 K-5 Evening Conf. |
| <8> Election Day & Staff PL - NS |
| 9> K-12 Early Rel. K-5 Afternoon Conf. & 6-12 Staff PL |
| 10 9-12 Evening Conf. |
| [11] Veteran's Day - NS |
| 16 6-8 Afternoon Conf. |
| 16 9-12 Evening Conf. |
| 22 6-8 Afternoon Conference |
| 23> Early Release Day |
| [24 - 25] Thanksgiving Break - NS |

| |
|-------------------------------|
| 7> K-12 Early Rel. & Staff PL |
| 23> K-12 Early Release |
| 26-30 Winter Vac. - NS |

| JANUARY - 20 Days | | | | | | |
|-------------------|------|----|-----|----|----|----|
| s | m | t | w | th | f | s |
| 1 | [2] | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | [16] | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25> | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| FEBRUARY - 17 Days | | | | | | |
|--------------------|------|------|----|----|------|----|
| s | m | t | w | th | f | s |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | <17> | 18 |
| 19 | [20] | <21> | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |

| MARCH - 23 Days | | | | | | |
|-----------------|----|----|-----|----|----|----|
| s | m | t | w | th | f | s |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15> | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| |
|-----------------------------------|
| [2] - New Years Day - Observed NS |
| [16] MLK Day - NS |
| 25> K-12 Early Rel. & Staff PL |

| |
|---------------------------|
| <17> Staff PL - NS |
| [20] President's Day - NS |
| <21> Staff PL - NS |

| |
|--------------------------------|
| 15> K-12 Early Rel. & Staff PL |
|--------------------------------|

| APRIL - 14 Days | | | | | | |
|-----------------|------|------|------|------|------|----|
| s | m | t | w | th | f | s |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | [7] | 8 |
| 9 | [10] | [11] | [12] | [13] | [14] | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26> | 27 | 28 | 29 |
| 30 | | | | | | |

| MAY - 22 Days | | | | | | |
|---------------|----|------|----|-----|----|----|
| s | m | t | w | th | f | s |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24> | 25 | 26 |
| 27 | 28 | [29] | 30 | 31 | | |

| JUNE - 8 Days | | | | | | |
|---------------|----|----|----|----|----|----|
| s | m | t | w | th | f | s |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

| |
|--------------------------------|
| [7] Spring Vacation - NS |
| [10-14] Spring Vacation - NS |
| 26> K-12 Early Rel. & Staff PL |

| |
|-----------------------------------|
| 24> K-12 Early Release & Staff PL |
| [29] Memorial Day Observed - NS |

| |
|--|
| "12" - 181st Student Day |
| 16* - 185th Student Day - EHS Graduation |

School Calendar – 2022-2023

| <u>Date</u> | <u>Event</u> | <u>Symbol</u> |
|--------------------|---|------------------------------------|
| August <24> | Staff Professional Learning Day | No School |
| August <25> | Staff Professional Learning Day | No School |
| August *30* | First Day of School | Regular School Hours |
| September [5] | Labor Day Holiday | No School |
| September 28> | K-12 Early Release & Staff PL | Early Release with Lunch |
| October [10] | Columbus Day Holiday | No School |
| October <11> | Staff Professional Learning Day | No School |
| October 26> | Staff Professional Learning Day | Early Release with Lunch |
| November 3> | K-5 Afternoon and Evening Conferences 6-12 Staff Professional Learning | Early Release with Lunch |
| November 7 | K-5 Evening Conferences | Regular School Hours |
| November <8> | Election Day & Staff Professional Learning | No School |
| November 9> | K-5 Afternoon Conferences and 6-12 Staff Professional Learning | Early Release with Lunch |
| November 10 | 9-12 Evening Conference | Regular School Hours |
| November [11] | Veteran’s Day Holiday | No School |
| November 16 | 6-8 Afternoon Conferences 9-12 Evening Conferences | Regular School Hours |
| November 22 | 6-8 Evening Conferences | Regular School Hours |
| November 23> | K-12 Early Release Day | Early Release with Lunch |
| November (24-25) | Thanksgiving Holiday Break | No School |
| December 7> | Staff Professional Learning | Early Release with Lunch |
| December 23> | K-12 Early Release Day | Early Release with Lunch |
| December [26-30] | Winter Vacation | No School |
| January [2] | New Year’s Day – Observed | No School |
| January [16] | Martin Luther King Holiday | No School |
| January 25> | Staff Professional Learning Day | Early Release with Lunch |
| February <17> | Staff Professional Learning Day | No School |
| February [20] | President’s Day Holiday | No School |
| February <21> | Staff Professional Learning Day | No School |
| March 15> | Staff Professional Learning Day | Early Release with lunch |
| April [7] | Good Friday Holiday | No School |
| April [10-14] | Spring Vacation | No School |
| April 26> | Staff Professional Learning Day | Early Release with Lunch |
| May 24> | Staff Professional Learning Day | Early Release with Lunch |
| May [29] | Memorial Day Holiday Observed | No School |
| June “12” | 181st Day of School | Early Release Lunch Served PK-8 |



Note: *Days requiring the emergency closing of school and/or snow days, will be added to the 181st Day of School.

ENFIELD PUBLIC SCHOOL HOURS

| Grade Level | Regular Hours | Two-Hour Delay | Three-Hour Delay | Early Release With Lunch | Early Release Without Lunch <i>NO OUT OF TOWN BUSES</i> |
|-----------------------------|----------------------|-----------------------|-------------------------|---------------------------------|--|
| EPS Integrated PK AM | 8:20 – 10:55 | Cancelled | Cancelled | 8:20 – 10:55 | Cancelled |
| EPS Integrated PK PM | 12:15 – 2:46 | 12:15 – 2:46 | Cancelled | Cancelled | Cancelled |
| EPS PK STEAM Academy | 8:20 – 2:46 | 10:20 – 2:46 | Cancelled | 8:20 – 12:15 | Cancelled |
| Head Start Part Day Program | 9:00 – 12:30 | 11:00 – 12:30 | Cancelled | 9:00 – 10:30 | Cancelled |
| Head Start Extended Day | 8:00 – 4:00 | 10:00 – 4:00 | Cancelled | 8:00 – 10:55 | Cancelled |
| Head Start Full Day Program | 8:30– 3:30 | 10:30 – 3:30 | Cancelled | 8:30 – 10:55 | Cancelled |
| Primary (K-2) | 8:55 - 3:21 | 10:55- 3:21 | 11:55 – 3:21 | 8:55 - 1:50 | 8:55 – 11:50 |
| Intermediate (3-5) | 8:40 - 3:06 | 10:40 - 3:06 | 11:40 – 3:06 | 8:40 - 1:35 | 8:40 – 11:35 |
| Middle School (6-8) | 7:48 - 2:36 | 9:48 - 2:36 | 10:48 – 2:36 | 7:48 - 1:00 | 7:48 – 11:00 |
| High School (9-12) | 7:26 - 2:02 | 9:26 - 2:02 | 10:26 - 2:02 | 7:26 - 12:20 | 7:26 – 10:20 |
| Eagle Academy (K-12) | 7:30 – 1:30 | 9:30 – 1:30 | 10:30 – 1:30 | 7:30 – 12:00 | 7:30 – 10:30 |

EARLY RELEASE DAYS

Early release days for staff professional development, parent/teacher conferences, and/or holiday breaks are scheduled in the school calendar. Please refer to the chart above for school hours on these days:

Lunch is served for students in grades PK-12 before dismissal for all early release days.

Occasions might arise necessitating the emergency closing of school during the regular school hours. Every child should be instructed by his/her parents as to what to do should an early dismissal occur.

Lunch is served for students in grades PK-5 for early release days due to inclement weather.

ACCIDENT INSURANCE

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

ANIMALS AND PETS

In accordance with Board of Education Policy #6163.3, all requests to have animals in the classroom or on school property must be submitted to the principal in writing. Included in the request should be a description of the activity, type of animal, educational purpose/benefit, length of activity, and a plan for the care of the animal. The principal has the discretion to permit or deny the presence of animals. Parents are requested to provide a copy of their pet's immunizations to the principal for the safety and protection of the children in school as well as for the family's liability.

Refer to Policy # 6163.3 for more information

ASBESTOS

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

ASSEMBLIES

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

ATTENDANCE

5113

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five (5) years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Definitions (related to chronic absenteeism)

Chronically absent child: An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

Absence: An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

District chronic absenteeism rate: The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

School chronic absenteeism rate: The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Note: *The use of the state approved definitions of “excused” and “unexcused” absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.*

A student’s absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

- A. For absences one through nine, a student’s absences from school are considered excused when the student’s parent/guardian approves such absence and submits appropriate documentation; and
- B. A student’s engagement in remote classes, remote meetings, activities on time-logged electronic systems, and completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning is excluded from the definitions of “excused absence” and “unexcused absence.”
- C. Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to his/her emotional and psychological well-being in lieu of attending school.

The student shall not be required to present documentation or parental/guardian consent. For purposes of school year limitation, such absence shall be identified as a “mental health wellness day.”

A student cannot take these mental health days during consecutive school days.

Such documentation includes a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

- D. For the tenth absence and all absences thereafter, a student’s absences from school are considered **excused** for the following reasons:
 - 1. Student illness a licensed medical professional to be deemed excused, regardless of the length of absence);
 - 2. Student’s observance of a religious holiday;
 - 3. Death in the student’s family or other emergency beyond the control of the student’s family;
 - 4. Mandated court appearances (additional documentation required);
 - 5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
 - 6. Extraordinary educational opportunities pre-approved by district administrators and to be in accordance with Connecticut State Department of Education guidance.

- E. A student’s absence from school shall be considered **unexcused** unless:
 - 1. The absence meets the definition of an excused absence and meets the documentation requirements; or
 - 2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child’s absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child’s parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student’s teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children, and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy, and chronic absenteeism. The data must be disaggregated by school district, school grades, and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is not English, and students with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian).

Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student’s parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

Legal Reference Connecticut General Statutes
10-220(c) Duties of boards of education (as amended by PA 15-225) 10-184 Duties of parents (as amended by PA 98-243, PA 00-157) and PA 18-15) 10-185 Penalty 10-198a Policies and procedures concerning truants (as amended by PA11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee) 10-198b State Board of Education to define “excused absence,” “unexcused absence,” and “disciplinary absence” as amended by PA 21- 46, Section 19) 10-198c Attendance review teams. 10-198d Chronic absenteeism (as amended by PA 17-14) and PA 18-182) 45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225) 10-199 through 10-202 Attendance, truancy - in general Action taken by State Board of Education on January 2, 2008, to define “attendance.” Action taken by State Board of Education on June 27, 2012, to define “excused” and “unexcused” absences. PA 17-14 An Act Implementing the Recommendations of the Department of Education PA 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children

Adopted: September 11, 1979
Effective: September 24, 1979
Amended: August 25, 1981
Amended: June 16, 1986
Effective: September 1, 1986
Amended: July 10, 1989
Amended: December 11, 1990

Amended: May 9, 1995
Revised: May 11, 2004
Revised: February 22, 2011
Revised: October 23, 2012
Revised: June 14, 2016
Adopted: February 23, 2021
Revised: January 27, 2021

ATTENDANCE - TRUANCY

Introduction and Definitions

The District’s policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of “excused,” “unexcused,” and “disciplinary” absences.

“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.

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

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

“Absence” means an excused absence, unexcused absence, or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

“**Mental health wellness day**” means a school day during which a student attends to his/her emotional and psychological well-being in lieu of attending school. Such days must be nonconsecutive.

“**District chronic absenteeism rate**” means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

“**School chronic absenteeism rate**” means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district’s truancy policy.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. (*Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice*).
5. Identify a student as “truant” when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as “chronically absent” when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- (a) retention in the same grade to acquire necessary skills for promotion or retention.
- (b) a requirement to complete a summer school program successfully before being promoted to the next grade.

8. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
9. Provide coordination of services and refer “truants” to community agencies which provide child and family services.
10. If in existence, refer the child to the children’s probate court truancy clinic.

The Board shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. The intervention models must also address the needs of students with disabilities. Parents or other persons having control of each child shall be notified of such truancy model.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District’s chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children, and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

In the calculation of the District’s chronic absenteeism rate and the school chronic absenteeism rate, a student’s engagement, in grades 9-12, in remote virtual learning shall be excluded if such engagement accounts for not less than one-half of the school day. In addition, the calculation of chronic absenteeism rates shall exclude absence resulting from a student taking a mental health day pursuant to P.A. 21-46.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades, and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is not English, and students with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian).

(cf. 5113 – Attendance)

Legal Reference: Connecticut General Statutes

10-184 Duties of parents. (as amended by PA 98-243, PA 00-157 and PA 18-15) 10-198a Policies and procedures concerning truants (as amended by PA 00-157, PA 11-136 and PA 16-147) 10-198b State Board of Education to define "excused absence", "unexcused absence", and "disciplinary absences" 10-198c Attendance review teams (as amended by PA 17-14) 10-198d Chronic absenteeism (as amended by PA 18-182) 10-198e Identification of truancy identification models (as amended by PA 18-182) 10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA 95-304) 45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225) 10-220(c) Duties of boards of education (as amended by PA 15-225) 10-202e-f Policy on dropout prevention and grant program. 10-221(b) Board of education to prescribe rules. *Campbell v New Milford*, 193 Conn 93 (1984). *Action taken by the State Board of Education on January 2, 2008, to define "attendance."* *Action taken by the State Board of Education on June 27, 2012, to define "excused and "unexcused" absences.*

Policy Adopted: January 27, 2022

AUTOMATED PHONE MESSAGING SYSTEMS

The Enfield Public Schools utilizes a variety of systems (School-Messenger, Twitter, and our school website) to communicate with parents. The School-Messenger is an automated phone messaging system which gives school administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated. Administrators have the ability to send personally prerecorded messages to the entire school community, or they can tailor transmissions to smaller groups, when needed. You will still find relevant information regarding closings, delays, and early dismissals on television, radio, the district homepage www.enfieldschools.org, and the **snowline at 860-253-5170**. In an emergency, if you are unable to reach the school office **after 3:30 PM**, please call **860-253-6500** (Administrative Offices of the Enfield Board of Education) for assistance.

BACKPACKS

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

BOARD OF EDUCATION

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

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|---|--|
| Tina LeBlanc, Chairperson 22 David Street | 860-394-6259 tbleblanc@enfieldschools.org |
| Scott Ryder, Vice Chairperson 4 Misty Meadow | 518-210-4639 sryder@enfieldschools.org |
| Jonathan LeBlanc, Secretary 12 Hemlock Drive | 860-878-0251 jleblanc@enfieldschools.org |
| Jean Acree 61 Brookside Village | 413-244-3787 jacree@enfieldschools.org |
| Dr. Gerald Calnen 74 Spruceland Road | 860-550-4755 gcalnen@enfieldschools.org |
| Janet Cushman 37 Guild Street | 860-745-2003 jcushman@enfieldschools.org |
| Joshua Hamre 52 New King Street | 860-670-3219 jhamre@enfieldschools.org |
| Amanda Pickett 33 Guild Street | 860-381-9118 apickett@enfieldschools.org |
| John Unghire 271 Abbe Road | 860-763-2942 johnunghire@enfieldschools.org |

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

Meetings of the Board follow a planned and posted agenda. At a certain time in the agenda, the Board chairperson will recognize individuals who want to make a statement, not more than 3 minutes in length, or to express a viewpoint. In addition, if they give advance notice to the Superintendent, individuals with relevant issues for discussion may have such issues placed on a future Board agenda for a more thorough discussion of the topic.

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

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.

“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:

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;
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. 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;
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.
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;

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;

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 St
 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

Enfield Public Schools
Report of Bullying/Teen Dating Violence Form/Investigation Summary

School _____ **Date** _____

Location(s) _____

Reporter Information:

| | | | |
|--------------------------|-------|------|-------|
| Anonymous student report | _____ | Name | _____ |
| 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: _____

For Staff Use Only:

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

| | | | | |
|---------------------------|--------------------------------|----------------|---------------|-----------------|
| Bullying Verified: | Yes ____ No ____ | Teen | Dating | Violence |
| Verified? | Yes ____ | No ____ | | |

Enfield Public Schools
Report of Bullying/Teen Dating Violence Form/Investigation Summary

Remedial Action(s) Taken: _____

**VERIFIED ACTS OF TEEN DATING VIOLENCE
IN THE ENFIELD PUBLIC SCHOOL**

The Principal of each school shall maintain a list of the number of verified acts of teen dating violence behavior. This list shall be available for public inspection upon request. Given that the determination of teen dating violence may involve repeated acts over time, each report prepared in accordance with the above that includes verified acts of teen dating violence behavior shall be tallied as one verified act of teen dating violence unless the specific actions that are the subject of the report involve separate and distinct acts of teen dating violence behavior. The list shall be limited to the number of such verified acts of teen dating violence in the school, and shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is considered confidential information by law.

| Date | Number of Verified Acts of Teen Dating Violence | Administrator |
|-------------|--|----------------------|
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BUS CONDUCT

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

TRANSPORTATION AND SAFETY

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

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

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

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

For more information, please refer to the district website, www.enfieldschools.org home page (District Info; Transportation) or Board Policy P5131.1.



REGULATIONS

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

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

TRANSPORTATION AND SAFETY (continued)

BICYCLES

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

CROSSING GUARDS

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

ROLLERBLADES/SKATEBOARDS/SCOOTERS

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

SAFE RIDING PRACTICES

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

All students must:

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

Refer to Policy # 5131.1 for more information

CHILD ABUSE

CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

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

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

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

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

Refer to Policy #5141.4 for more information

COMPUTER POLICY

6141.321

COMPUTER NETWORK AND/OR INTERNET STUDENT ACCEPTABLE USE AGREEMENT POLICY

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

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

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

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

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

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

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

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

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

Legal Reference: Connecticut General Statutes
Children's Internet Protection Act, Pub. L. 106-554, codified at 47 U.S.C. § 254(h).
53a-182b Harassment in the first degree: Class D felony. (as amended by PA 95-143)
53a-183 Harassment in the second degree: Class C misdemeanor.
53a-250 Definitions. Electronic Communication Privacy Act, 28 U.S.C. §§2510 through 2520.
Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act

Policy Adopted: July 13, 1999
Policy Revised: February 24, 2004
Policy Revised: August 28, 2007
Policy Revised: March 24, 2009
Policy Revised: June 26, 2012
Policy Revised: June 28, 2016
Policy adopted: May 11, 2021

DAMAGED/LOST INSTRUCTIONAL MATERIALS

6161.21

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

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

Legal References: Connecticut General Statutes
10-221(c) Boards of education to prescribe rules.
10-228 Free textbooks, supplies, materials and equipment

DIRECTORY INFORMATION

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

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

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

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

Refer to Policy #P5125 for more information

DISCIPLINE

RIGHTS AND RESPONSIBILITIES

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

The Enfield Board of Education expects specifically that students:

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

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

DISCIPLINE *(continued)*

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

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

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

ACTIONS LEADING TO DISCIPLINARY ACTION INCLUDING SUSPENSION AND/OR EXPULSION

5131

Pages 3-6 Only

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

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

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

Refer to Policy #5131 for more information

ANTI HAZING POLICY

5131.91

I. Purpose

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

II. General Statement of Policy

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

III. Definitions

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a school organization. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to a risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

IV. Reporting Procedures

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

V. School District Action

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district will take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including school district policies and regulations.

VI. Reprisal

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

VII. Dissemination Policy

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

Adopted: November 14, 2000

Reviewed: September 22, 2009

Adopted: February 23, 2021

DRESS CODE

5132

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

3. The Superintendent of Schools shall develop administrative regulations with respect to student dress through cooperative planning with staff, students, and parents. Such regulations would be subject to approval by the Board of Education.

Policy Adopted: August 31, 1966
Policy Amended: July 12, 1994
Policy Reviewed: September 22, 2009
Policy Reviewed: June 28, 2016
Policy Adopted: February 23, 2021

EDUCATIONAL GOAL

6120

Objectives/Priorities of the Instructional Program

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

- 1. Learn to communicate.**
 - a. Master the skills needed for effective reading, writing, speaking, and listening.
 - b. Develop the ability to communicate ideas and feelings.
 - c. Learn to constructively examine and use information.
- 2. Develop a concept of self-worth, pride in self, and pride in work.**
 - a. Develop moral responsibility and a sound ethical and moral behavior.
 - b. Develop self-understanding.
 - c. Develop pride in one's own achievements and progress.
- 3. Recognize the necessity of developing the intellectual curiosity to pursue learning as a continuing, lifelong process.**
 - a. Demonstrate decision-making, reasoning, and problem-solving skills individually and in-groups.
 - b. Demonstrate good study skills and skills necessary for lifelong learning.
- 4. Develop an awareness of the need for self-discipline and self-control.**
 - a. Develop the capacity to discipline one's self in work, study, or play.
 - b. Develop standards of personal character.

Objectives/Priorities of the Instructional Program – Educational Goals

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

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

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

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

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

Objectives/Priorities of the Instructional Program

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

11. Learn the skills of family living.

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

12. Learn wise and enjoyable use of leisure time.

- a. Learn appreciation of and involvement in the arts.
- b. Pursue intellectual and physical activity.

Policy Adopted: October 26, 1976
Reaffirmed: January 27, 1981
Reaffirmed: June 8, 1987
Reaffirmed: June 22, 1992
Reaffirmed: September 9, 2003
Reaffirmed: June 23, 2009
Adopted: May 11, 2021

ELECTRONIC DEVICES

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

FIELD TRIPS

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

Refer to Policy #6153 for more information

GREEN CLEANING PROGRAM

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

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

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

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

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

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

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

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



Green Cleaning Product List

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

| Product | Name | Manufacturer | Area | Frequency |
|------------------------------|-----------------|----------------------|-----------------------|------------------|
| Neutral Cleaner | DeltaMind | Genesan | Floors | Daily |
| Heavy Duty Cleaner/Degreaser | DeltaUltra | Genesan | All Surfaces | As Needed |
| Bathroom Cleaner | Enzysan | Genesan | Bathroom Surfaces | Daily |
| Glass/Multi-Surface Cleaner | PolGreen | Genesan | Glass, Counters, etc. | Daily |
| Disinfectant | Hyperfect | Genesan | All Surfaces | Daily |
| Disinfectant | Vital Oxide | Vital Solutions, LLC | All Surfaces | Daily |
| Disinfectant | Smart Touch | Pure Shield, Inc. | All Surfaces | Daily |
| Floor Restorer | LinPol | Genesan | Floors | As Needed |
| Hand Soap | Symmetry | Buckeye | | Daily |
| Hand Sanitizer | Symmetry | Buckeye | | Daily |
| Floor Stripper | Takedown | Triple-S | VCT Tile | As Needed |
| Floor Prep | Recoat Prep | Hillyard | VCT Tile | As Needed |
| Floor Finish | EP-22 | Hillyard | VCT Tile | As Needed |
| Floor Finish | Explorer | Hillyard | VCT Tile | As Needed |
| Wood Floor Cleaner | Super Shine-All | Hillyard | Wood Floor | As Needed |
| Gym Floor Finish | Pro 200 | Hillyard | Gym Floor | As Needed |

August, 2021

HEALTH SERVICES

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

Administering Medicine at School

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

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

THE FORM

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

THE MEDICATION

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

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

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

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

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

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

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

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

HEALTH SERVICES *(continued)*

Celebrations & Educational Experiences with Food

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

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

Communicable Disease Control

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

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

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

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

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

HEALTH SERVICES *(continued)*

Health Assessment

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

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

***Exceptions**

Those who present a completed (in its entirety) medical exemption form indicating that an immunization is medically contraindicated.

Illness and Injuries

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

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

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

Immunizations

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

School Nurses

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

HEALTH SERVICES *(continued)*

Screenings

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

| | |
|-----------|-----------------------------|
| Vision | Students in Grades K – 5 |
| Hearing | Students in Grades K – 3, 5 |
| Scoliosis | Students in Grades 5, 9 |

HOMEWORK

6154

The purpose of homework is to reinforce and enhance the curriculum; it is assigned to help the student become more self-reliant, learn to work independently, improve study skills, reinforce, and expand upon course content. Therefore, it is the policy of the Enfield Board of Education to require the assignment of homework on a routine basis and to have such homework considered in grading the student.

It is the teacher's responsibility to properly design, plan, review, and evaluate homework in a timely manner. Such homework shall be carefully planned to achieve and enhance the curriculum goals and shall have a sound educational purpose. It is the student's responsibility to submit homework on time and according to the specifications established by the teacher.

Homework assignments also afford parents and/or guardians a way to acquaint themselves with the school program and their child's educational progress. Educators believe that parents and/or guardians have a positive impact on their child's learning when they discuss homework and course work with them. This can be accomplished through a periodic review of homework by parents and/or guardians.

In addition, parents and/or guardians can assist by:

1. Providing a quiet place for study and homework.
2. Encouraging the student to use a daily assignment notebook.
3. Asking students daily about their homework assignments.
4. Contacting the school to obtain current assignments when a student is ill.
5. Contacting the teacher if they sense that their child is not completing or is having difficulties with homework assignments.

Each grade level/department shall establish standard homework regulations that will be subject to review and approval by the building principal.

It is recommended that teachers at the elementary and middle school levels avoid giving homework over vacation periods and holidays during the school term.

Refer to Policy #6154 for more information

Rules and Appropriate Usage

Enfield Public Schools encourages the use of 1:1 devices and the network, including the Internet, as a tool for research and education. 1:1 devices and the network, like any other school property, must be used for the educational purposes for which they are intended. The iPads/Mobile Devices issued to students are the property of Enfield Public Schools. The distribution of a iPad/Mobile Device to each student is a privilege, not a right, and may be revoked at any time for inappropriate conduct. **Before a iPad/Mobile Device will be issued for use at home, students and parents or guardians must sign the “Enfield Public Schools Network/Internet Acceptable Use” Policy form, “School District iPad/Mobile Device Protection Plan Form” and “iPad/Mobile Device Student User Agreement and Parent Permission Form.” These forms must be completed each school year.**

The policy, procedures, and information within this document apply to all District-owned iPad/Mobile Devices used in, and out of, District schools, including any other device considered by the administration to come under this policy. Individuals or teams of teachers may set additional requirements for use in their classroom.

Students are expected to abide by the following rules and behavioral expectations, while using an iPad/Mobile Device, both at home and within the school:

Use of Equipment (Hardware and Software)

- Student must have a “**Enfield Public Schools Network/Internet Acceptable Use**” Policy form, “**School District iPad/Mobile Device Protection Plan Form,**” and “**iPad/Mobile Device Student User Agreement and Parent Permission Form**” signed by a parent/guardian on file with Enfield Public Schools in order to use the iPad at home and to access the Internet while using the iPad/Mobile Device.
- The school iPad/Mobile Device is to be used for educational purposes only.
- The use of the iPad/Mobile Device must not violate the parent/guardian/student signed “**Enfield Public Schools Network/Internet Acceptable Use**” Policy form. Copies of the “**Enfield Public Schools Network /Internet Acceptable Use**” Policy form may be found in the Parent/Student Handbook and are available for downloading and printing on the Enfield Public Schools website.
- Student may not destroy, deface, or alter iPad/Mobile Device equipment, identifying labeling or files not belonging to the student.
- Student may not remove district installed software (“Apps”) from the iPad/Mobile Device or may not install software (“Apps”) that is not approved by administration or teachers. Enfield Public Schools reserves the right to remove software (“Apps”) from, or add software (“Apps”) to, the iPad/Mobile Device at any time.
- Online chat rooms, message boards, forums, etc. may not be accessed by students while using the iPad/Mobile Device without prior consent from a teacher, or person monitoring the Internet use, or as in accordance with the “**Enfield Public Schools Network/Internet Acceptable Use**” Policy (6141.32).

- Engaging in online activities, while using the iPad/Mobile Device, that are in violation of this policy will result in automatic termination of the student's network/Internet privileges in accordance with the “**Enfield Public Schools Network/Internet Acceptable Use**” Policy (6141.321).
- Sending messages via school technology with the intent to intimidate, frighten, threaten, harass, ridicule, or bully another person is considered harassment and will have consequences per the Parent/Student Handbook Student Discipline Code, Enfield Public Schools Bullying Policy (5131.911, 5131.913), Enfield Public Schools Sexual Harassment Policy (5145.5), and the Enfield Public Schools Acceptable Computer Use Policy (6141.321).
- Students may not change, alter, bypass, or attempt to bypass any iPad/Mobile Device security measures including filtered Internet sites.

Privacy

- It is a violation of the “**Enfield Public Schools Network/Internet Acceptable Use**” Policy (6141.321) to share your password with anyone else, or to access any account belonging to other students, faculty, or staff.

Management

- Since the iPads/Mobile Devices belong to Enfield Public Schools, Enfield Public Schools will be monitoring all devices. Files created using the iPad/Mobile Device, or stored on school servers, are not private. Enfield Public Schools reserves the right to search District assigned Internet services accounts, such as District assigned student email accounts, accessed with school equipment, if it is felt that illegal or otherwise inappropriate use of technology is occurring. Improper use of Enfield Public Schools technology devices will result in loss of network/Internet privileges, and other consequences as per the Parent/Student Handbook Student Discipline Code, Enfield Public Schools Bullying Policy (5131.911, 5131.913), Enfield Public Schools Sexual Harassment Policy (5145.5), and the “**Enfield Public Schools Network / Internet Acceptable Use**” Policy (6141.321).

Responsibilities

By signing the “**Enfield Public Schools Network/Internet Acceptable Use**” Policy form and this “**IPad/Mobile Device Student User Agreement and Parent Permission Form,**” students and parents or guardians agree to:

- **Submit their iPad/Mobile Device to school authorities upon request.**

Such a request may be made in order to check browser histories and caches, as well as to ensure iPads/Mobile Devices do not contain any unapproved software or files.

- **Charge their iPad/Mobile Device overnight each night to ensure that they are fully charged for classes the next day.**

Just as students are expected to be prepared for class by having all required materials, the student must have his/her charged iPad/Mobile Device in class at the start of each day.

- **Protect the iPad/Mobile Device from damage and theft.**

Required precautions include the use of the protective case when transporting the iPad/Mobile Device to and from classes and to and from school. If the iPad/Mobile Device is lost or stolen when outside of school grounds, it should be reported to the police immediately. Parents or guardians will incur a financial obligation to the school for any missing iPad/Mobile Device for which a copy of the police report has not been provided to the school Principal. Parents or Guardians will also incur a financial obligation for any repairs that are required for the iPad/Mobile Device.

An optional School District Protection Plan is offered for iPads/Mobile Devices. The School District Protection Plan will cover events such as accidental loss (theft) and damages. Please see the School District Protection Plan section at the end of this document.

- **If damage to the iPad/Mobile Device is intentional, willful, or purposeful, as determined by Enfield Public Schools, the parents or guardians will pay the full replacement cost of the iPad/Mobile Device (as listed in the applicable School District iPad/Mobile Device Protection Plan form), protective case, and/or AC power adaptor, regardless of the “School District iPad/Mobile Device Protection Plan” choice.**
- **Leave the student issued iPad/Mobile Device at school over the summer for regular maintenance.**

Returning students will be reissued their same iPad/Mobile Device the following year. The School regards the iPad/Mobile Device as all other materials that are checked out to a student (e.g. textbooks, library materials, sports equipment, etc.) and failure to return the iPad/Mobile Device, and all associated accessories, for the summer or unenrollment from school, will result in the parent or guardian incurring a financial obligation to the school and result in consequences as per the Enfield Public Schools Parent/Student Handbooks and the “Fees, Fines, Charges” Policy (6121.21).

Students will be provided with a username and password. Students must not change their passwords without permission from the Technology Department or school. Upon request, Parents/Guardians will be informed of their child’s username and password in order to monitor the student’s computer usage at home. When the iPad/Mobile Device is taken home by the student, it is highly recommended that it will always be used in a common family location so that adult supervision can be maintained at all times.

School Expectations

As a learner I will:

1. Never leave my iPad/Mobile Device unattended.
2. Make sure the iPad/Mobile Device is not subject to careless or intentional damage (e.g., as a result of horseplay).
3. Ensure that, when the iPad/Mobile Device is being transported, it is as secure as possible. The iPad/Mobile Device **MUST** be carried in its protective case.
4. Ensure that my iPad/Mobile Device is charged every evening and ready for use the next day (i.e., plugging it in for charging overnight).
5. Store my iPad/Mobile Device in a safe place, such as the student's locked locker, when not in use (e.g., lunch, PE, etc.). The iPad/Mobile Device should be in its case and no items will be stacked on top of it.
6. Use my iPad/Mobile Device for the task assigned by my teacher at all times. iPads/Mobile Devices will **ONLY** be used for educational purposes.
7. Print only after teacher gives permission.
8. Not decorate the iPad/Mobile Device in any way, including the use of stickers or decals, and not allow it to be subject to graffiti/defacing.
9. Not install or download software ("apps") that is not approved by administration or teachers.

Consequences for Violating of Ipad/Mobile Device Rules:

By signing this User Agreement, you commit to the student expectations and understand the consequences for violation.

Consequences for Breaches of the Acceptable Use Agreements

In the event a student breaches any part of the "**Enfield Public Schools Network / Internet Acceptable Use**" Policy form and/or "**IPad/Mobile Device Student User Agreement and Parent Permission Form**," consequences will be imposed by the school per the Parent/Student Handbook Student Discipline Code, Enfield Public Schools Bullying Policy (5131.911, 5131.913), Enfield Public Schools Sexual Harassment Policy (5145.5), the "Fees, Fines, Charges" Policy (6121.21), and the "**Enfield Public Schools Network/Internet Acceptable Use**" Policy (6141.321) as applicable.

Repairing or Replacing iPad/Mobile Devices/IPad/Mobile Device Repairs

All required repairs for iPads/Mobile Devices will be processed by the Enfield Public Schools Technical Support Department.

DO NOT attempt to repair the iPad/Mobile Device yourself.

Damaged iPads/Mobile Devices should be brought to the school library to initiate the repair process. In the case of loss/theft, a police report should be filed by the parent/guardian. A copy of the police report should be provided to the school Principal.

School District Protection Plan

School district protection is available for students and parents to cover iPad/Mobile Device replacement/repair in the event of theft, loss, or accidental damage.

There will be an annual protection cost for each iPad/Mobile Device with a maximum cost of four iPad/Mobile Devices per family. This plan will include replacement and repairs for covered damages or loss. The actual annual cost will be specified in the applicable **School District iPad/Mobile Device Protection Plan** form.

It will not cover intentional damages or a loss not accompanied by a police report, in which case the student/parent will be responsible for full replacement, or repairs, up to the value of the iPad/Mobile Device as specified in the applicable “**School District iPad/Mobile Device Protection Plan**” form. Intentional damage will be determined by the District and/or Insurance Company. Excessive claims, as determined by the District, may result in loss of iPad/Mobile Device privileges.

Parents will need to purchase this insurance through the school office before your student is allowed to check out a iPad/Mobile Device, or have indicated that they elect to decline the offered iPad/Mobile Device Insurance, in which case they assume full financial responsibility for the iPad/Mobile Device including theft, loss, or any damages.

Cost of Repairs

Students and Parents/Guardians will be held responsible for ALL damage to their iPad/Mobile Devices including, but not limited to: broken screens, cracked plastic pieces, inoperability, etc. Should the cost to repair exceed the cost of purchasing a new device, parents/guardians will incur a financial obligation equal to the full replacement value of the device as specified in the applicable **School District iPad/Mobile Device Protection Plan** form. These costs can be avoided with the purchase of the optional School District iPad/Mobile Device Protection Plan.

Lost items such as cases and cables will be charged the actual replacement cost.

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules
18 U.S.C. §§ 2510-2522, Electronic Communication Privacy Act
P.L. No 110-385, Protecting Children in the 21st Century Act

Policy Adopted: May 11, 2021

LIBRARY/MEDIA CENTER

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

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

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

LOST AND FOUND

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

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

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

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

ADDRESS

To ensure correspondence is received, use the complete address as shown:

Office for Civil Rights/ED
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111
Facsimile: (617) 289-0150
Email: OCR.Boston@ed.gov

Legal Reference: Connecticut General Statutes
19-581 through 585 AIDS testing and medical information. 10-209 Records not to be public.
46a-60 Discriminatory employment practices prohibited.
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).
American Disability Act of 1989 (42 U.S.C. Ch 126 §12112), as amended by ADA Amendments Act of 2008
(Americans with Disabilities Act Amendment Act of 2008, 42 USC §§12101 et seq)
Individuals with Disabilities Education Act, 20 USC §§1400 et seq. (IDEA)
Chalk v. The United States District Court of Central California.
Amendments of Americans with Disabilities Act, Title II and Title III, Regulation to Implement ADA
Amendments Act of 2008. Federal Register, Vol. 81, No. 155 (28 CFR Parts 35 & 36)

Policy Adopted: April 27, 1998 Policy
Reviewed: September 22, 2009
Policy Adopted: February 23, 2021

GRIEVANCE PROCEDURES (Title IX)

5145.6

Designation of Responsible Employee

The Board of Education shall designate an individual as the responsible employee to coordinate school district compliance with Title IX and its administrative regulations.

The designee, the District's Compliance Officer, shall formulate procedures for carrying out the policies in this statement and shall be responsible for continuing surveillance of district educational programs and activities with regard to compliance with Title IX and its administrative regulations.

The designee shall, upon adoption of this policy and once each academic year thereafter, notify all students and employees of the District of the name, office address, and telephone number of the designee. Notification shall be by posting and/or other means sufficient to reasonably advise all students and employees.

Grievance Procedure

Any student or employee shall have a ready means of resolving any claim of discrimination on the basis of sex in the educational programs or activities of the District. Grievance procedures are set forth in administrative regulations.

Dissemination of Policy

The Superintendent of Schools shall notify applicants for admission, students, parents/guardians of elementary and secondary school students, sources of referral of applicants for admission, employees, and applicants for employment that it does not discriminate on the basis of sex in the educational programs or activities which it operates and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Legal Reference: 20 U.S.C. 1681 – Title IX of the Educational Amendments of 1972
34 C.F.R. Part 106 – Title IX of the Educational Amendments of 1972 Policy

Adopted: February 23, 2021

NON-DISCRIMINATION

It is the policy of the Enfield Board of Education not to discriminate on the basis of race, color, sexual orientation, national origin, sex, or handicap in its educational programs, activities, or employment policies as required by Title VI, Title IX, and Section 504. All courses and activities offered by Enfield Schools are open to any student.

All inquiries regarding compliance should be directed to your building principal. The **Title VI Coordinator** (*race, color, national origin*) is Mrs. Julie Carroll, Director of Pupil Services, 1010 Enfield Street, Enfield, CT 06082, Telephone 860-253-6518; **Title IX Coordinator** (*sex equity*) is Mr. Andrew Longey, Deputy Superintendent of Schools, 1010 Enfield Street, Enfield, CT 06082, Telephone 860-253-6533; and the **Section 504 Coordinator** (*handicapped*) is Mrs. Julie Carroll, Director of Pupil Services, 1010 Enfield Street, Enfield, CT 06082, Telephone 860-253-6518.

PARENTAL INVOLVEMENT

1110.1

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way, and meaningful. (Such communication may include monthly newsletters, electronic communications, required regular contact with all parents, two required flexible parent-teacher conferences for each school year and drop in hours for parents, home visits and use of technology, including but not limited to, homework hotlines.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices, and student learning.
- The two required parent-teacher conferences per year, beginning July 1, 2021 and each school year thereafter, can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.
- An additional parent-teacher conference, in addition to the two required conferences shall be conducted during periods when the District provides remote learning for more than three consecutive weeks and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning.

The District will request from the parent/guardian of each student the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent-teacher conference required when the District is providing remote learning for a period of three consecutive weeks or more.

In situations in which the teacher is unable to contact a student's parent/guardian after three attempts to schedule the required parent-teacher conference during a period of remote learning provided by the District for three consecutive weeks or more, such teacher is directed to report such inability to the principal, school counselor, or other school administrator designated by the Board of Education. Such principal, counselor, or administrator is to contact the student's emergency contact to determine the student and family's health and safety.

The Board shall utilize the document developed by the State Department of Education (by 12/1/21) that provides information concerning educational, safety, mental health, and food insecurity resources and programs available to students and their families.

The Superintendent will report annually to the Board of Education on parent involvement activities.

Legal Reference: Connecticut General Statutes
10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290, P.A. 10-111, and P.A. 21-46, An Act Concerning Social Equity and the Health, Safety, and Education of Children.

Policy Adopted: January 27, 2021

PHYSICAL EDUCATION

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

PUPIL PERSONNEL SERVICES

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

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

CONFIDENTIALITY OF STUDENT RECORDS

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

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

INDIVIDUAL STUDENT EVALUATION

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

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

PUPIL PERSONNEL SERVICES *(continued)*

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

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

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

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

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

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

MOVING AND TRANSFERRING OF RECORDS

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

PLANNING AND PLACEMENT TEAM MEETINGS

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

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

PUPIL PERSONNEL SERVICES *(continued)*

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

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

SECTION 504

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

SPECIAL EDUCATION PROGRAMS

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

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

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

TESTING PROGRAM

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

The Smarter Balanced Assessments (SBA) measure students' progress towards mastery in literacy and numeracy. Students in grades 3-8 take the Smarter Balanced Assessments. The Next Generation Science Standards (NGSS) adopted in 2015 are assessed on the NGSS Assessments in Grades 5, 8, and 11.

REGISTRATION/ENROLLMENT

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

During the summer, parents can register online at www.enfieldschools.org, or by calling the Board of Education. During the school year, parents can register their child(ren) at the home school between the hours of 9:00-11:30 AM and 1:00-2:30 PM.

REPORT CARDS

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

PROGRESS REPORT AND REPORT CARD SCHEDULE

*First Marking Period: August 30th to October 21st

*Second Marking Period: October 22nd to February 16th

*Third Marking Period: February 17th to June 7th

| <u>Progress Report</u> | <u>Marks Close *</u> | <u>Report Cards Issued</u> |
|--------------------------|---------------------------|----------------------------|
| January 11 th | October 21 st | November 1 st |
| April 28 th | February 16 th | March 3 rd |
| | June 7 th | Last Day |

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

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

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

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

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

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

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

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

KEY for ACADEMIC EXPECTATIONS

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

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

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

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

NA – Not Assessed at this time

SKILLS FOR LEARNING

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

KEY for SKILLS FOR LEARNING

AC – Achieving: Student demonstrates this behavior consistently.

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

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

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

SCHOOL PICTURES

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

SCIENTIFIC RESEARCH BASED INTERVENTIONS (SRBI)

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

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

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

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

SEX DISCRIMINATION AND SEXUAL HARASSMENT

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, Board employees, or third parties subject to the control of the Board. Students, Board employees, and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

Refer to Policy #P5145.5 for more information

TOWN PROGRAMS - FEDERAL – STATE

FAMILY RESOURCE CENTER

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

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

Family Resource Center at Henry Barnard Elementary School

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

Family Resource Center at Stowe Early Learning Center

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

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

HEADSTART

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

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

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

Head Start is a daily program which has the same holiday schedule as the Enfield Public Schools. Part day, full day, and extended day programs are available. Snacks and lunch are provided free of charge to Head Start children. For further information regarding application and enrollment in Head Start, contact: Head Start Program, 117 Post Office Road, Phone: 860-253-4741.

TITLE I

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

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

VISITOR POLICY

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.

Refer to Policy #1250 for more information

VOLUNTEERS, STUDENT INTERNS, AND OTHER NON-EMPLOYEES 1212

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, STUDENT INTERNS AND OTHER NON-EMPLOYEES *(continued)* **1212**

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.

Policy Adopted: April 24, 2018

WELLNESS POLICY

6142.101

Student Nutrition and Physical Activity - School Wellness Policy

Student wellness, including good nutrition and physical activity, shall be promoted in the district’s educational program, school activities, and meal programs. In accordance with federal and state law, it is the policy of the Board of Education to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the “Connecticut Nutrition Standards for Foods in Schools,” whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, the District will, as required, review and consider evidence-based strategies and techniques.

Goals for Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District’s comprehensive standards-based school health education program and curriculum and will be integrated into other classroom content areas, as appropriate. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks. (A standards-based program is a system of instruction, assessment, grading and reporting based on students demonstrating understanding of the knowledge and skills they are expected to learn).

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.
- Recess and other physical activity breaks; before and after school activities; and walking and bicycling to schools, where safe to do so, are supported by the Board.
- Schools will work toward providing sixty minutes of physical activity daily for students (as a best practice).

Nutrition Guidelines for Foods Sold in Schools

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations. The focus is on moderating calories; limiting fats, sodium, and sugars; and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats, and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold or served to students separately from school meals meet the District's Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter)

Note: *Districts that participate in Connecticut's healthy food certification must follow the Connecticut Nutrition Standards for all foods sold in schools instead of USDA's Standards for Competitive Foods. The "Connecticut Nutrition Standards" meet or exceed the USDA's competitive food standards.*

All sources of food sales to students at school must comply with the District Nutrition Standards, including, but not limited to, cafeteria a la carte sales, vending machines, school stores, and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

This also includes foods and beverages sold in schools during the school day for such events as school fundraisers.

Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA “Smart Snacks in School” nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment, and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

Monitoring

The Board designates the Superintendent or his/her designee to ensure compliance with this policy and its administrative regulations. He/She is responsible for retaining all documentation of compliance with this policy and its regulations, including, but not limited to, each school’s three year assessment and evaluation report and this wellness policy and plan. The Superintendent will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of the Board’s three-year assessment and evaluation.

The District shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy.

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy’s implementation sufficient to allow the Board to monitor and adjust the policy. The District, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy, and documentation to demonstrate compliance with the annual public notification requirement.

Non-sold Foods and Beverages

Non-sold foods and beverages brought into the schools by students and other persons for such events as birthdays and classroom celebrations shall comply with federal nutrition standards. (Note: This is a recommendation, not a requirement.)

Community Input

The Superintendent or designee will provide opportunities, suggestions and comments concerning the development, implementation, periodic review, and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public. This is best achieved through the establishment of a standing wellness committee, with membership as listed above. Efforts shall be made to improve community involvement.

(cf. 3542 – Food Service)
(cf. 3542.33 – Food Sales Other Than National School Lunch Program)
(cf. 3542.34 – Nutrition Program)
(cf. 3452.45 – Vending Machines)
(cf. 6142.6 – Physical Education)
(cf. 6142.61 – Physical Activity)
(cf. 6142.62 – Recess/Unstructured Time) (cf. 6142.10 – Health Education)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-215 Lunches, breakfasts and the feeding programs for public school children and employees.

10-221 Boards of education to prescribe rules, policies and procedures.

10-215a Non-public school participation in feeding program.

10-215b Duties of state board of education re: feeding programs. ,

10-216 Payment of expenses.

10-215e Nutrition standards for food that is not part of lunch or breakfast program.

10-215f Certification that food meets nutrition standards.

10-221o Lunch periods. Recess.

10-221p Boards to make available for purchase nutritious, low-fat foods.

10-221q Sale of beverages. Regulations of Connecticut State Agencies

10-215b-1 Competitive foods.

10-215b-23 Income from the sale of food items.

National School Lunch Program and School Breakfast Program; Competitive Food Services. (7 CFR Parts 210.11 and 220.12)

The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265

Nutrition Standards in the National School Lunch and School Breakfast Programs, 7 CFR Parts 210 & 220

Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751

Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)

School Breakfast Program, 7 C.F.R. Part 220 (2006)

National School Lunch Program or School Breakfast Program: Nutrition Standards for All Foods Sold in School (Federal Register, Vol. 78,

No. 125, June 28, 2013) Child Nutrition Programs: Flexibilities for Milk, Whole Grains and Sodium Requirements (Federal Register, Vol. 83, No. 238, December 12, 2018)

Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Policy Adopted: May 23, 2006

Policy Adopted: June 23, 2009

Policy Adopted: May 11, 2021

