

Integrated Pre- Kindergarten Handbook



STOWE EARLY LEARNING CENTER

Enfield Public Schools



Enfield Public Schools
2023/2024 School Calendar
 Website: www.enfieldschools.org
 School Information Line - 860-253-5170

<23 & 24> Staff PL - NS 25 - NS 28 - NS *29* - First Day of School	AUGUST - 3 Days							SEPTEMBER - 20 Days							[4] Labor Day - NS [8] No Prek Friday [22] No Prek Friday 27> PK-12 Early Rel. & Staff PL
	s	m	t	w	th	f	s	s	m	t	w	th	f	s	
	6	7	8	9	10	11	12	3	[4]	5	6	7	8	9	
	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
	20	21	22	<23>	<24>	25	26	17	18	19	20	21	22	23	
	27	28	*29*	30	31			24	25	26	27>	28	29	30	
[9] Columbus Day - NS <10> Staff PL - NS [13] No Prek Friday 25> PK-12 Early Rel/PK-5 Staff PL JFK & EHS Afternoon Conf. [27] No Prek Friday	OCTOBER - 20 Days							NOVEMBER - 18 Days							1 JFK Evening Conf. <7> Election Day & Staff PL - NS [10] Veteran's Day Observed - NS 16 EHS Evening Conf. 20> PK-12 Early Rel/6-12 Staff PL Elem. Afternoon & Eve. Conf. 22> PK-12 Early Rel. Day [23 - 24] Thanksgiving Break - NS 29> PK-12 Early Rel/6-12 Staff PL Elem. Afternoon & Eve. Conf.
	1	2	3	4	5	6	7	s	m	t	w	th	f	s	
	8	[9]	<10>	11	12	13	14	5	6	<7>	8	9	[10]	11	
	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
	22	23	24	25>	26	27	28	19	20>	21	22>	[23]	[24]	25	
	29	30	31					26	27	28	29>	30			
6> PK-12 Early Rel. & Staff PL [8] No Prek Friday 22> PK-12 Early Rel. Day/ No Prek 25-29 Winter Vac. - NS	DECEMBER - 16 Days							JANUARY - 21 Days							[1] New Years Day - Observed NS [12] NO Prek Friday [15] MLK Day - NS 24> PK-12 Early Rel. & Staff PL [26] No Prek Friday
	1	2	3	4	5	6	7	s	m	t	w	th	f	s	
	8	9	10	11	12	13	14	7	8	9	10	11	12	13	
	15	16	17	18	19	20	21	14	[15]	16	17	18	19	20	
	22	23	24	25	26	27	28	21	22	23	24>	25	26	27	
	29	30	31					28	29	30	31				
[9] No Prek Friday <16> Staff PL - NS [19] President's Day - NS <20> Staff PL - NS [23] No Prek Friday	FEBRUARY - 18 Days							MARCH - 20 Days							[8] No Prek Friday 13> PK-12 Early Rel. & Staff PL [22] No Prek Friday [29] Good Friday - NS
	1	2	3	4	5	6	7	s	m	t	w	th	f	s	
	8	9	10	11	12	13	14	3	4	5	6	7	8	9	
	15	16	17	18	19	20	21	10	11	12	13>	14	15	16	
	22	23	24	25	26	27	28	17	18	19	20	21	22	23	
	29	30						24	25	26	27	28	[29]	30	
								31							
[12] No Prek Friday [15-19] Spring Vacation - NS 24> PK-12 Early Rel. & Staff PL [26] No Prek Friday	APRIL - 17 Days							MAY - 22 Days							[10] No Prek Friday 22> PK-12 Early Release & Staff PL [24] No Prek Friday [27] Memorial Day Observed - NS
	1	2	3	4	5	6	7	s	m	t	w	th	f	s	
	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
	22	23	24	25	26	27		19	20	21	22>	23	24	25	
	28	29	30					26	[27]	28	29	30	31		
**10* - 181st Student Day 14* - 185th Day - Graduation [19] - Juneteenth - NS	JUNE - 6 Days							Code for PL Days							Staff PL Half Days & Early Release Days with Lunch
	1	2	3	4	5	6	7	Elem Conf & Gr 6-12 HalfDay PL							September 27 October 25 December 6 January 24 March 13 April 24 May 22
	8	9	*10*	11	12	13	14*	Full Day PL							
	15	16	17	18	[19]	20	21	August 23							
	22	23	24	25	26	27	28	August 24							
								October 10							
								November 7							
								February 16							
								February 20							

Lunch will be served on all Early Release Days
 Approved: 02-14-23

First Day of School: August 29, 2023
 181st Student Day: June 10, 2024
 Firm Graduation Date: June 14, 2024

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Statement of Philosophy and Goals

Young children learn through a process of exploration and discovery. Each child is unique in learning style and development. As children grow and mature physically, socially/emotionally, in speech and language, cognition and motor skills, they are able to perform increasingly complex tasks. Because these are interrelated areas, a holistic team approach to learning is very important. The Enfield Public Schools Integrated Pre-Kindergarten Program is based on the concept of play as a powerful learning tool. Children are provided with opportunities to make choices and express themselves as individuals. We encourage the processes children learn through rather than the products they produce.

We are committed to helping children grow to be confident in their own identity, respectful of other people, and appreciative of the rich diversity of our community and world. We are eager to learn about each child's family, cultural background and experiences.

The preschool staff work in collaborative partnerships with families. We look forward to establishing and maintaining regular, ongoing communication with children's parents/guardians to ensure that students' learning and developmental needs are met.

Directory

Central Office Administration

Julie Carroll, Director of Pupil Services

Phone 860-253-6519

JCarroll@enfieldschools.org

Amy Dennis, SPED Coordinator

Phone: 860-253-6318

Adennis@enfieldschools.org

Teachers

- Patricia Curley
- Mary Horn
- Melissa Towers
- Jennifer Wood
- Ginny Prentiss- Part-Time

School Nurse

Jennifer Maier

Phone 860-763-8858

Specialists

Occupational Therapist

Kristine Beaulieu

Jennifer Crowley

Jill Shea

Phone 860-253-4741

School psychologist

Rebecca Rodick

Tara McCann

Phone: 860-253-4741

Physical Therapist

Catherine D'Agostino

Speech/Language Pathologist

Erin Kober

Schedule

Integrated Pre-Kindergarten Hours

Morning Session: 8:20am-10:55am

Afternoon Session: 12:15pm-2:46pm

Delayed Openings

Inclement weather could result in either the closing of school or a delayed opening. A 2-hour delayed opening would give additional time in the morning when there is evidence that weather conditions will improve and still allow school to be conducted. When there is a 2 hour delay our morning, session is canceled.

Inclement weather could result in either the closing of school or a delayed opening. A 3-hour delayed opening would give additional time in the morning when there is evidence that weather conditions will improve and still allow school to be conducted. When there is a 3 hour delay our morning and afternoon sessions are canceled

2 Hour Delay Schedule

Morning Session- No Classes

Afternoon Session – Normal Hrs.

3 Hour Delay Schedule

Morning Session – No Classes

Afternoon Session – No Classes

Early Release Schedule

Morning Schedule – 8:20am-10:55am

Afternoon Schedule – No Classes

Parent Sign-In Practice

All parents/visitors entering the school must sign in at the school office to ensure school safety.

Absence

If your child is not able to attend school due to illness or any other reason, please contact the school office or your child's teacher to advise us. This may be done in several ways:

- Telephone the school office and notify the school of the reason for your child's absence.
- Have the babysitter or other responsible adult for the child notify the school.

Registration and Enrollment

All children who apply for enrollment in school must present a birth certificate along with proof of residency, health assessment, immunizations, and social security number (optional).

Student Release

During school hours a student will be dismissed only to his or her parents or to a responsible adult designated by the parents. A note must be sent to the school prior to dismissal or on dismissal day. The child must be picked up in the school office and signed out.

Home/School Communication

Classroom newsletters will be sent home monthly. Look for notices coming home with your child regarding conferences and school wide open houses. Student progress will be formally reported during the year.

If there is an immediate concern do not hesitate to contact your child's teacher.

Outside Playtime

We will take the children outside daily, weather permitting. Please make sure that your child is dressed appropriately for outside play (rubber sole shoes or sneakers are recommended). During the extremely cold winter months and days of rainy weather, the children will have indoor play activities.

Sunscreen and Insect Repellant Policy

Enfield Integrated Pre-Kindergarten program does not allow any sunscreen lotions or bug sprays to be brought into school. Sunscreen and/or insect repellant should be applied at home before your child comes to school. We will make every effort to provide shade and rest periods for all children during outside play when necessary.

Hazardous Weather Policy

During the school months the cold and heat can become excessive and sometimes dangerous. In order to protect your child, the classrooms do not go outside if the temperature falls below freezing (32 degrees) or rises above 95 degrees. In addition, outdoor activity may be limited during smog or air pollution alerts which occasionally occur in the summer months.

Book Corner

As children explore books on their own or with an interested adult, they begin to notice that print goes from left to right and top to bottom, that pictures often tell a story, and that the story stays the same as it is read over and over. Listening, paying attention, sequencing, and thinking skills are all being used as children enjoy a story. Children become acquainted with new vocabulary words and the style of formal written English as they listen to stories.

Science and Math Interest Centers

Children can interact with materials on their own or in small groups as they explore items at these interest centers. Counting shells, sorting leaves by size or shape, and classifying rocks by type are examples of activities young children can do here. Adults provide names of items and ask questions such as: "How are these alike?" "Different?" "Is this bigger?" "Smaller?" Children's interest grows as they think about everyday items in new ways.

Curriculum

The Enfield Public Schools Integrated Pre-Kindergarten Curriculum is aligned with Early Learning and Development standards developed by the CT office for Early Childhood.

Dramatic Play

Dramatic Play allows children the opportunity to use their imaginations and “try on” various roles from the adult world. Through play, children try to make sense of the events happening around them and deal with the emotions surrounding them. Social skills grow as children choose definite roles in the “play” of the day whether it be playing house, school, doctor, or restaurant.

Puzzles, Games, and Table-Top Toys

Children enjoy playing with small toys at tables or on the floor. Controlled movements of the fingers and hands enable children to master the muscles necessary for writing. As children work with color and patterns, they develop visual discrimination and memory. When children pretend about things they have built, they are taking their first steps in the use of symbols which are important as they begin to read and write.

Social Emotional Learning

Children develop social skills and emotional self-regulation through stories songs, puppets and activities based on second step curriculum.

Block Area

As a young child builds with blocks, he/she is developing control of the small muscles of fingers and hands as blocks are added to a structure. Perceptions of size, weight, and shape are developing, and language skills are growing as children discuss what they are building. Cooperation and planning among children develop as they work together toward a common goal.

Art Area

Art materials that are freely accessible to children allow them to make choices, interact with a variety of materials, and learn to be thinking and creative. The process of working with the materials is more important than what is made. Choices are made as children select paper, colors of paint, and experiment with the way they are applied. Children develop a vocabulary of describing words such as: soft, hard, squishy, smooth, rough, striped, checkered.

Play Lab

Each week children have the opportunity for hands on learning in our play lab. In the play lab children learn about sizes, shapes, colors, textures and more.

Report Cards

Students in integrated **pre-kindergarten** will receive a report card three times per year. Each marking period, parents/guardians will receive a copy of their child's report card to keep. The preschool teachers will be available to meet with you to review your child's progress. Parent conferences will be scheduled in the Fall, and parents are welcome to request a meeting with the teacher at any time during the school year.

Transportation

All Students in the integrated pre-kindergarten program are transported to school by small vans. The children are provided with appropriate child safety restraint systems which they are required to use. Caregivers are responsible for buckling and unbuckling their child on and off the bus. Children are not allowed to eat or drink on the bus. To ensure your child's safety, notify your child's teacher when there is a change in your transportation routine. Three days' notice must be provided to the Pupil Services Office (860-253-6536) to make any transportation change.

If your child is going to be absent, please call the Smyth Bus Company by 7:30 a.m. Telephone: 860-623-8775.

Behavior Guidance Plan

The Enfield Integrated Pre-Kindergarten Program believes that all children should experience success. We strive for a classroom setting that provides children with opportunities to explore their environment within consistent, age-appropriate limits. Within a developmentally appropriate model, classrooms provide the underlying structure and routine, which prevent most behavioral issues.

However, if behavioral issues occur, our philosophy is to help children learn human values, problem solving skills, and responsibility for their own choices. By using the positive behavioral support, we strive to minimize inappropriate behavior while creating a positive environment for all children.

Services Offered to Students

School Pictures

Individual pictures for 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.

What to Bring to School?

- Sturdy Backpack:

We encourage independence. Please be sure the backpack is sturdy enough for your child to learn to zip independently and large enough to carry a snack and school material.

- Change of Clothes

Please make sure that these are in a bag labeled with your child's name. also, please provide pull-ups and wipes, if used by your child.

- Snack

Snack time provides an opportunity for children to socialize, use language and fine motor skills. We have snack time daily. Conversation is encouraged and independence is fostered as appropriate. A snack should be brought from home. We encourage parents to send in healthy, nutritious snack with their child each day. Examples: fruits, vegetables, crackers, pretzels, etc. Candy is not allowed.

We are a Peanut free program. No peanut or nut-based products are allowed.

Health and Health Records

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.

Children entering between 24-59 months of age

- **Health Assessment:**

Documentation of a current Physical exam must be submitted prior to attending. A physical exam cannot have been done more than 1 year prior to entrance. (i.e. if the student's start date is 10/4/19 the physical must be completed after 10/4/18.) Results of this exam must be recorded on a State of Connecticut yellow Health Assessment Form.

- **TB Screening:**

As part of the health assessment, the student is screened for TB risks. If low risk, it must be recorded on the health assessment form. If the student is a high risk for TB, then the results of a Mantoux test must be recorded on the health assessment form.

- **Immunizations:**

DTaP: 4 doses by 18 months.

Polio: 3 doses by 18 months.

MMR: 1 dose on or after the 1st birthday. (Measles, Mumps,

Rubella)

Hep B: 3 doses, last one on or after 24 weeks of age.

Hepatitis A: 2 doses given 6 months apart, 1st dose
on or after the 1st birthday.

HIB: 1 dose on or after the 1st birthday.

Pneumococcal: 1 dose on or after the 1st birthday.

Influenza: 1 dose administered each year

Between August 1st – December 31st (2 doses separated by 28
days required for those receiving flu for the 1st time)

Varicella 1 dose on or after the 1st birthday or verifications of disease.

Each elementary school has a full-time 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.



Administering Medications at School

Administering medications including oral, topical, or inhalant prescriptions, over the counter oral and topical medications, holistic herbs, dietary supplements and vitamins by the school nurse is strictly regulated. A standard medical form completed by the parent or guardian and family physician is required. This is to be updated yearly, or when the prescription is changed. Parents are responsible for delivering medication and collecting unused portions of prescribed medication. The medication must be in the original bottle bearing the label of the pharmacy where it was purchased along with the instructions for administering the medicine.



Accidents, Illness and Medicine

Students needing attention for 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 designee is expected to pick up the child in the school office **promptly**.

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 number, including unlisted numbers, and family doctors, in order to keep this information current. Unlisted numbers are kept strictly confidential.

It is important that the school be notified of any treatment prescribed for any illness, injury or chronic condition.

Health Room Practices



1. Students are always sent home from school under the following conditions:

- Temperatures greater than 100.
- Active vomiting and/or diarrhea.
- Suspected contagious disease such as
- conjunctivitis (pink eye), chicken pox, strep
- throat, scarlet fever, lice, impetigo, scabies, and
- ring worm.
- Undiagnosed body rashes.

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

3. Students with contagious disease must meet the following criteria before re-entry to school:

- Conjunctivitis- on medication for 24 hours and show proof of treatment.
- Chicken Pox- out of school a minimum of 7 days with all pox scabbed over.
- Head Lice re-entry is permitted when student no longer has an active infestation which will be determined through examination by the school nurse.
- Impetigo- lesion must be dry.
- Ringworm- over the counter treatment may be used and the area must be covered.
- Scabies- may return with proof of and after 8 hours of treatment.
- Strep throat/scarlet fever- on medication for a minimum of 24 hours.

4. Basic first-aid treatment given by the nurse may include use of rubbing alcohol, antibiotic ointment, caladryl, orasol, campho-phenique contact solution, eye irrigating solution, first aid cream, glucose gel or tablets, hydrogen peroxide, petroleum jelly, providone iodine, and sting relieving swabs or wipes.

Moving Students



Parents of children who are moving should notify the main 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 Central Office.

Change of Address and Phone Numbers



It is important that changes of address and phone numbers including cell phone numbers, both home and business, be sent to the school office immediately. Parents who begin new employment should notify the office at once because current information is critical in handling emergency situations.

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT**

NONDISCRIMINATION - TITLE IX 5410

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

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

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

Policy Adopted: May 25, 1976

Revised: October 10, 2006

Revised: February 24, 2009

**ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT
GRIEVANCE PROCEDURE FOR TITLE IX**

Section 1 - Definitions

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

Section 2 – Procedure

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

LEVEL ONE - Principal/Immediate Supervisor

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

LEVEL TWO - Title IX Coordinator

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

LEVEL THREE - The Superintendent of Schools

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

LEVEL FOUR - The Board of Education

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

Section 3 - Failure to Observe Time Limits

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

Section 4 - Effect of Settlement

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

ENFIELD PUBLIC SCHOOLS
ENFIELD, CONNECTICUT

Administrative
Regulation 5410

TITLE IX GRIEVANCE FORM

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

Title IX Coordinator is:

Christopher J. Drezek
Enfield Public Schools
Deputy Superintendent
27 Shaker Road
Enfield, CT 06082
253-6532

NAME OF COMPLAINANT: _____

STUDENT EMPLOYEE APPLICANT PARENT/GUARDIAN

Home Address: _____

Phone: _____

Date of Claim: _____

Date of Incident: _____

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

State Relief Requested:

Please attach any additional information/document necessary.

SIGNATURE OF COMPLAINANT: _____

SIGNATURE OF TITLE IX COORDINATOR: _____

DATE RECEIVED: _____

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

Reference: Policy #5410
Adopted: September 28, 2006
Revised: July 10, 2012

Non-Discrimination

(Title VI, Title IX, Section 504)

It is the policy of the Board of Education not to discriminate on the basis of race, color, sexual orientation, national origin, sex or handicap in its educational programs, activities, 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.

The Title VI Coordinator (race, color, and national origin) is Mrs. Julie Carroll, 1010 Enfield Street, Enfield, CT 06082 Telephone 860-253-6518.

The Title IX Coordinator (sex equality) is Mr. Andrew Longey, Deputy Superintendent of Schools, 1010 Enfield Street, Enfield, CT 06082 Telephone 860-253-6533.

The Section 504 Coordinator is Mrs. Julie Carroll, 100 Enfield Street, Enfield, CT 06082 Telephone 860-253-6518.

All inquiries regarding compliance should be directed to your building principal.

U.S. Department of Education Office for Civil Rights contact information:

Boston Office
Office for Civil Rights
US Department of Education, 8th Floor
5 Post Office Square
Boston, MA 02109-3921
Telephone: 617-289-0111
FAX: 617-289-0150; TDD: 877-521-2172
Email: OCR.Boston@ed.gov
Filing complaints electronically:
<http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

ENFIELD PUBLIC SCHOOLS
Enfield, Connecticut

Administrative
Regulation: 5131.9

SAFE SCHOOL CLIMATE PLAN

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

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

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.

D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

A. "**Bullying**" means the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

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

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

III. Other Definitions

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

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

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

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

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

F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) schoolwide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

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

H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

J. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV. Leadership and Administrative Responsibilities

A. **Safe School Climate Coordinator**

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

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;

4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

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

V. Development and Review of Safe School Climate Plan

A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) implement the provisions of the school security and safety plan, if applicable, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, 4) review and amend school policies relating to bullying; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees and parents/guardians on issues relating to bullying; 7) collaborate with the Coordinator in the collection of data regarding bullying; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall

be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

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

VII. Responding to Verified Acts of Bullying

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

information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.

C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment. B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may

include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.

C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies

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

disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

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

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

i. Non-disciplinary interventions

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

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

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

ii. Disciplinary interventions

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

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

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

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

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

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

iv. General Prevention and Intervention Strategies

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

- a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

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

o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere;

q. Culturally competent school-based curriculum focusing on social emotional learning, self-awareness and self-regulation.

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

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

XI. Improving School Climate

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

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

XII. Annual Notice and Training

A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

D. After July 1, 2014, any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XIII. School Climate Assessments

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

Legal References:

- Conn. Gen. Stat. § 10-222d
- Conn. Gen. Stat. §§ 10-233a through 10-233f
- Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)
- Public Act 14-172, “An Act Concerning Improving Employment Opportunities Through Education And Ensuring Safe School Climates”
- Public Act 14-232, “An Act Concerning The Review And Approval Of Safe School Climate Plans By The Department Of Education And A Student Safety Hotline Feasibility Study”
- Public Act 14-234, “An Act Concerning Domestic Violence and Sexual Assault”

Adopted: January 24, 2012

Revised: May 12, 2015

ENFIELD PUBLIC SCHOOLS

FORM A

REPORT OF SUSPECTED BULLYING BEHAVIORS OR TEEN DATING VIOLENCE

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

Name of Person Completing Report: _____

Date: _____

Target(s) of Behaviors/Violence: _____

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

Report Filed Against: _____

Date of Incident(s): _____

Location(s): _____ Time: _____

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

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

Name	Address	Telephone Number
_____	_____	_____
_____	_____	_____

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

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

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

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

Was the report verbal or written?

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

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

Signature of Reporter	Date Submitted	Received by	Date Received
-----------------------	----------------	-------------	---------------

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

ENFIELD PUBLIC SCHOOLS

REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use Only: _____

School _____ **Date** _____

Location(s) _____

Reporter Information:

- Anonymous student report _____
- Staff Member report ____ Name _____
- Parent/Guardian report ____ Name _____
- Student report ____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

ENFIELD PUBLIC SCHOOLS

Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

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

(Please check one):

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

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

Date

Signature of Parent/Guardian

Name (Please print)

Adopted: January 24, 2012

Revised: March 27, 2012

Revised: May 12, 2015

ENFIELD PUBLIC SCHOOLS

Report of Teen Dating Violence/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

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

(Please check one):

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

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

Signature of Parent/Guardian

Date

Name (Please print)

Adopted: January 24, 2012

Revised: March 27, 2012

Revised: May 12, 2015

1 ENFIELD PUBLIC SCHOOLS
2 ENFIELD, CONNECTICUT
3
4

5 **BULLYING, TEEN DATING VIOLENCE PREVENTION AND**
6 **INTERVENTION POLICY**

5131.9

7
8 The Enfield Board of Education is committed to creating and maintaining an
9 educational environment that is physically, emotionally, and intellectually safe and
10 thus free from bullying, teen dating violence, harassment, and discrimination. In
11 accordance with state law and the Board's Safe School Climate Plan, the Board
12 expressly prohibits any form of bullying, teen dating violence behavior on school
13 grounds; at a school-sponsored or school-related activity, function, or program,
14 whether on or off school grounds; at a school bus stop; on a school bus or other
15 vehicle owned, leased or used by a local or regional board of education; or through
16 the use of an electronic device or an electronic mobile device owned, leased or used
17 by Board of Education.
18

19 The Board also prohibits any form of bullying, teen dating violence behavior
20 outside of the school setting if such bullying, teen dating violence (i) creates a
21 hostile environment at school for the student against whom such bullying, teen
22 dating violence was directed, (ii) infringes on the rights of the student against
23 whom such bullying, teen dating violence was directed at school, or (iii)
24 substantially disrupts the education process or the orderly operation of a school.
25 Discrimination and/or retaliation against an individual who reports or assists in
26 the investigation of an act of bullying, teen dating violence is likewise prohibited.
27

28 Students who engage in bullying, teen dating violence behavior shall be subject to
29 school discipline, up to and including expulsion, in accordance with the Board's
30 policies on student discipline, suspension and expulsion, and consistent with state
31 and federal law.
32

33 For purposes of this policy, "**Bullying, Teen Dating Violence**" means the repeated
34 use by one or more students of a written, verbal or electronic communication, such
35 as cyberbullying, teen dating violence, directed at or referring to another student
36 attending school in the same school district, or a physical act or gesture by one or
37 more students repeatedly directed at another student attending school in the same
38 school district, that:
39

- 40 1) causes physical or emotional harm to such student or damage to such
41 student's property;
42
- 43 2) places such student in reasonable fear of harm to himself or herself, or of
44 damage to his or her property;
45
- 46 3) creates a hostile environment at school for such student;
47
- 48 4) infringes on the rights of such student at school; or
49

50 5) substantially disrupts the education process or the orderly operation of a
51 school.

52

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

60

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

65

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

71

72 (1) Enable students to anonymously report acts of bullying, teen dating
73 violence to school employees and require students and the parents or
74 guardians of students to be notified annually of the process by which
75 students may make such reports;

76

77 (2) enable the parents or guardians of students to file written reports of
78 suspected bullying, teen dating violence;

79

80 (3) require school employees who witness acts of bullying, teen dating
81 violence or receive reports of bullying, teen dating violence to orally notify
82 the safe school climate specialist, or another school administrator if the
83 safe school climate specialist is unavailable, not later than one school
84 day after such school employee witnesses or receives a report of bullying,
85 teen dating violence, and to file a written report not later than two school
86 days after making such oral report;

87

88 (4) require the safe school climate specialist to investigate or supervise the
89 investigation of all reports of bullying, teen dating violence and ensure
90 that such investigation is completed promptly after receipt of any written
91 reports made under this section;

92

93 (5) require the safe school climate specialist to review any anonymous
94 reports, except that no disciplinary action shall be taken solely on the
95 basis of an anonymous report;

96

97 (6) include a prevention and intervention strategy for school employees to
98 deal with bullying, teen dating violence;

- 100 (7) provide for the inclusion of language in student codes of conduct
101 concerning bullying, teen dating violence;
102
- 103 (8) require each school to notify the parents or guardians of students who
104 commit any verified acts of bullying, teen dating violence and the parents
105 or guardians of students against whom such acts were directed not later
106 than forty-eight hours after the completion of the investigation;
107
- 108 (9) require each school to invite the parents or guardians of a student who
109 commits any verified act of bullying, teen dating violence and the parents
110 or guardians of the student against whom such act was directed to a
111 meeting to communicate to such parents or guardians the measures
112 being taken by the school to ensure the safety of the student against
113 whom such act was directed and to prevent further acts of bullying, teen
114 dating violence;
115
- 116 (10) establish a procedure for each school to document and maintain records
117 relating to reports and investigations of bullying, teen dating violence in
118 such school and to maintain a list of the number of verified acts of
119 bullying, teen dating violence in such school and make such list available
120 for public inspection, and annually report such number to the
121 Department of Education and in such manner as prescribed by the
122 Commissioner of Education;
123
- 124 (11) direct the development of case-by-case interventions for addressing
125 repeated incidents of bullying, teen dating violence against a single
126 individual or recurrently perpetrated bullying, teen dating violence
127 incidents by the same individual that may include both counseling and
128 discipline;
129
- 130 (12) prohibit discrimination and retaliation against an individual who reports
131 or assists in the investigation of an act of bullying, teen dating violence;
132
- 133 (13) direct the development of student safety support plans for students
134 against whom an act of bullying, teen dating violence was directed that
135 address safety measures the school will take to protect such students
136 against further acts of bullying, teen dating violence;
137
- 138 (14) require the principal of a school, or the principal's designee, to notify the
139 appropriate local law enforcement agency when such principal, or the
140 principal's designee, believes that any acts of bullying, teen dating
141 violence constitute criminal conduct;
142
- 143 (15) prohibit bullying, teen dating violence (A) on school grounds, at a school
144 sponsored or school-related activity, function or program whether on or
145 off school grounds, at a school bus stop, on a school bus or other vehicle
146 owned, leased or used by a local or regional board of education, or
147 through the use of an electronic device or an electronic mobile device
148 owned, leased or used by the local or regional board of education, and (B)
149 outside of the school setting if such bullying, teen dating violence (i) 100 (7) provide for the
inclusion of language in student codes of conduct
101 concerning bullying, teen dating violence;
102

- 103 (8) require each school to notify the parents or guardians of students who
104 commit any verified acts of bullying, teen dating violence and the parents
105 or guardians of students against whom such acts were directed not later
106 than forty-eight hours after the completion of the investigation;
107
- 108 (9) require each school to invite the parents or guardians of a student who
109 commits any verified act of bullying, teen dating violence and the parents
110 or guardians of the student against whom such act was directed to a
111 meeting to communicate to such parents or guardians the measures
112 being taken by the school to ensure the safety of the student against
113 whom such act was directed and to prevent further acts of bullying, teen
114 dating violence;
115
- 116 (10) establish a procedure for each school to document and maintain records
117 relating to reports and investigations of bullying, teen dating violence in
118 such school and to maintain a list of the number of verified acts of
119 bullying, teen dating violence in such school and make such list available
120 for public inspection, and annually report such number to the
121 Department of Education and in such manner as prescribed by the
122 Commissioner of Education;
123
- 124 (11) direct the development of case-by-case interventions for addressing
125 repeated incidents of bullying, teen dating violence against a single
126 individual or recurrently perpetrated bullying, teen dating violence
127 incidents by the same individual that may include both counseling and
128 discipline;
129
- 130 (12) prohibit discrimination and retaliation against an individual who reports
131 or assists in the investigation of an act of bullying, teen dating violence;
132
- 133 (13) direct the development of student safety support plans for students
134 against whom an act of bullying, teen dating violence was directed that
135 address safety measures the school will take to protect such students
136 against further acts of bullying, teen dating violence;
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- 138 (14) require the principal of a school, or the principal's designee, to notify the
139 appropriate local law enforcement agency when such principal, or the
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141 violence constitute criminal conduct;
142
- 143 (15) prohibit bullying, teen dating violence (A) on school grounds, at a school
144 sponsored or school-related activity, function or program whether on or
145 off school grounds, at a school bus stop, on a school bus or other vehicle
146 owned, leased or used by a local or regional board of education, or
147 through the use of an electronic device or an electronic mobile device
148 owned, leased or used by the local or regional board of education, and (B)
149 outside of the school setting if such bullying, teen dating violence (i)

150 creates a hostile environment at school for the student against whom
151 such bullying, teen dating violence was directed, (ii) infringes on the
152 rights of the student against whom such bullying, teen dating violence
153 was directed at school, or (iii) substantially disrupts the education
154 process or the orderly operation of a school;

155
156 (16) require, at the beginning of each school year, each school to provide all
157 school employees with a written or electronic copy of the school district's
158 safe school climate plan; and

159
160 (17) require that all school employees annually complete the training
161 described in Conn. Gen. Stat. §10-220a.

162
163 The notification required pursuant to subdivision (8) (above) and the invitation
164 required pursuant to subdivision (9) (above) shall include a description of the
165 response of school employees to such acts and any consequences that may result
166 from the commission of further acts of bullying, teen dating violence. Any
167 information provided under this policy or accompanying Safe School Climate Plan
168 shall be provided in accordance with the confidentiality restrictions imposed under
169 the Family Educational Rights Privacy Act ("FERPA") and the district's
170 Confidentiality and Access to Student Information policy and regulations.

171
172 Not later than January 1, 2012, the Enfield Board of Education shall approve the
173 Safe School Climate Plan developed pursuant to this policy and submit such plan
174 to the Department of Education. Not later than thirty (30) calendar days after
175 approval by the Board, the Board shall make such plan available on the Board's
176 and each individual school in the school district's web site and ensure that the
177 Safe School Climate Plan is included in the school district's publication of the
178 rules, procedures and standards of conduct for schools and in all student
179 handbooks.

180
181
182

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

185
186 Conn. Gen. Stat. 10-145a
187 Conn. Gen. Stat. 10-145o
188 Conn. Gen. Stat. 10-220a
189 Conn. Gen. Stat. § 10-222d
190 Conn. Gen. Stat. 10-222g
191 Conn. Gen. Stat. 10-222h
192 Conn. Gen. Stat. §§ 10-233a through 10-233f

193
194

195 **Policy Adopted: December 10, 2002**
196 **Policy Revised: November 25, 2008**
197 **Policy Revised: January 24, 2012**
198 **Policy Revised: May 12, 2015**

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

<u>Product</u>	<u>Name</u>	<u>Manufacturer</u>	<u>Area</u>	<u>Frequency</u>
Glass & Multi-Sur. Cleaner	PC102	MD Stetson	Glass	as Needed
Spray & Wipe Cleaner	PC108	MD Stetson	Flat surfaces	As Needed
Neutral & Glass Cleaner	PC101	MD Stetson	Floors and Glass	Daily
Non-Acid Restroom/Shower	PC116	MD Stetson	Lavs and Locker Rm	As Needed
Peroxide Multi-Sur.	PC120	MD Stetson	Building Wide	Daily
Pre-Spray & Spot Remover	PC113	MD Stetson	Carpets	As Needed
Suprox peroxide cleaner		Hillyard	Floor Cleaners	Daily
Top Clean		Hillyard	Flat Surfaces	Daily
Super shine		Hillyard	Flat Surfaces	Daily
Glass Cleaner	Skylight	Ramsey	Glass/Mirrors	Daily
Multi-Surface Cleaner	Freefall	Ramsey	Flat Surfaces	Daily
Floor Stripper		Ramsey	VCT Floors	Annually
Hand Soap	Foam	Gojo	Hand Cleaning	As Needed

March 29, 2011

Revised: July 10, 2012

Attachment A

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

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Glass & Multi-Sur. Cleaner	PC102	MD Stetson	Glass	as Needed
Spray & Wipe Cleaner	PC108	MD Stetson	Flat surfaces	As Needed
Neutral & Glass Cleaner	PC101	MD Stetson	Floors and Glass	Daily
Non-Acid Restroom/Shower	PC116	MD Stetson	Lavs and Locker Rm	As Needed
Peroxide Multi-Sur.	PC120	MD Stetson	Building Wide	Daily
Pre-Spray & Spot Remover	PC113	MD Stetson	Carpets	As Needed
Suprox peroxide cleaner		Hillyard	Floor Cleaners	Daily
Top Clean		Hillyard	Flat Surfaces	Daily
Super shine		Hillyard	Flat Surfaces	Daily
Glass Cleaner	Skylight	Ramsey	Glass/Mirrors	Daily
Multi-Surface Cleaner	Freefall	Ramsey	Flat Surfaces	Daily
Floor Stripper		Ramsey	VCT Floors	Annually
Hand Soap	Foam	Gojo	Hand Cleaning	As Needed

March 29, 2011

Revised: July 10, 2012

Asbestos Management Plan

In accordance with state and federal regulations an Asbestos Management Plan has been developed for all school buildings in the Enfield Public Schools System. To inspect the report for any school facility in Enfield, please contact the Office of the Principal. A copy of the Management Plan for each specific school building is kept in the Principal's office for the respective school.

If you have any questions regarding the Asbestos Management Plan, please do not hesitate to contact the Town of Enfield Buildings and Grounds Department, Telephone 860-272-3510.

Integrated Pest Management Program Notification

Annual notification of the Enfield Public Schools' "Integrated Pest Management Program" and Board of Education Policy #3512 is as follows: 1) No Pesticides, as described by P.A. No. 99-165, will be applied in school buildings or on school grounds without sufficient health and safety reasons as determined by the Pest Management Coordinator; 2) Pesticides may only be applied by a "pesticide applicator" as defined by P.A. No. 99-165 and Sec. 22a-54 of the General Statutes; 3) No application of pesticides may be made in any building or on school grounds during regular school hours or during planned activities at the school except an emergency application; and 4) Parents or guardians of children and school staff may register for prior notice of any pesticide applications at their school. The Integrated Pest Management Program Manager, Town of Enfield Buildings and Grounds, is available to answer any questions at 860-272-3510.

Animals and Pets

In accordance with the Board of Education policy #6155, "All requests to have animals in the classroom or on school property must be submitted to the principal in writing Included in the request should be a description of the activity, and a plan for the care of the animal. The principal has the discretion to permit or deny the presence of animals."

O u r P r o m i s e s

We Believe. We are dedicated to the growth and development of every student.		We Nurture. We partner with families to support and challenge each child.	
	We Collaborate. We learn and grow together.		We Aspire. We are committed to continuous improvement.
Our Values	<ul style="list-style-type: none">• Excellence• Integrity	<ul style="list-style-type: none">• Creativity• Resilience	<ul style="list-style-type: none">• Pride• Kindness

Contact Us

Stowe Early Learning Center



117 Post Office Road
Enfield, CT 06082

Phone: 860-253-4741

Fax: 860-253-0096

Web: <http://www.enfieldschools.org>



STOWE EARLY LEARNING CENTER

117 Post Office Road
Enfield, CT 06082