



John F. Kennedy Middle School

Student Handbook

2020-2021

ADMINISTRATORS

Principal

Dr. Andrew Berrios

Administrative Assistants

Mrs. Joan Targonski
Mrs. Carol Sorel

Red House Vice Principal

Mr. David Iacobucci

Administrative Assistant

Mrs. Michelle Flynn

White House Vice Principal

Mrs. Sarah Horan

Administrative Assistant

Mrs. Carla White

Blue House Vice Principal

Dr. Andrew Balog

Administrative Assistant

Mrs. Deborah Havourd

SCHOOL COUNSELORS

Mrs. Melanie Kopeska
Mrs. Shannon Kudryk
Mrs. Kim Nadeau
Mr. Lionel Torres

Administrative Assistant

Mrs. Susan Perry

SCHOOL RESOURCE OFFICER

Officer Thomas Chagnon



John F. Kennedy Middle School

Student Handbook

2020-21

Welcome Back!

Dear JFK School Community,

Welcome back! We hope you and your family found some time this summer to relax and recharge!

The 2019-20 school year was interesting...2020-21 does not look to disappoint...

We appreciate your patience as we navigate schooling in an environment we have limited to no experience with. Adding further complexities, the renovation process is fully underway and progressing quickly (more information on the renovation is provided below). The first week of school will be different. We will experience unforeseen issues and face challenges that are not within our immediate control. Through a student-focused lens, we will quickly attempt to resolve these tribulations. The first week of school will prove especially challenging as we delve into a new model and mode of learning. We appreciate your patience as we establish healthy norms and effective routines. Once settled-in, we are confident that our school community will collectively arrive at a shared understanding of the hybrid model.

Our first week will be heavily focused upon establishing inter-personal connections, introducing COVID-related protocols, crisis response plans, establishing classroom expectations, iPad information, Microsoft 365 information, learning new routines, and the list will inevitably grow... These first few days will prove vital in forming our foundation for the school year. Student and faculty connections, student-to-student connections, proficiency utilizing an iPad & MS365 will be the bedrock of our success. We plan to take our time in ensuring everyone is onboard and prepared for the learning ahead. Establishing these shared competencies will ensure we are hybrid-proficient and fully prepared for a potential shift to full remote learning.

Two items that may prove as immediate challenges are network capabilities and the iPads. As technology continues to make our lives easier, it also remains persistent in presenting challenges. These glitches and how to remedy an effective work around will be readily available in the coming days. As a society we have learned that resetting your residential router or powering a cellular phone on/off will sometimes fix an issue. However, technology issues can be very complex and require more than a simple reset to correct. We do not anticipate issues with our network, but if we do experience challenges with delivering remote instruction or within the classroom, we ask that you bear with us as we move to correct them. If we cannot quickly reestablish a connection, we ask that you direct remote learners to Connecticut's Department of Education's [Learning Hub](#) and explore age-relevant resources until we reestablish connection. For our in-school hybrid cohort, we will shift to traditional activities and instruction until reconnected.

We distributed a large number of iPads this week. We encourage students to visit EPS's iPad [resource page](#) to become further acclimated with the device's features and capabilities. With any new device, the more you explore it's features and actively use it, the more you will become confident and competent in its use.

We beyond appreciate all of parents/guardians who were able to pick their EPS-issued iPad prior to Tuesday. If you were unable to collect your device, they will be available this week. If your child will be in school this week, please send them with signed [iPad paperwork](#) and we will hand them their device. If your child is a remote/distance learner, please arrange through your house vice principal for pick-up (your child's schedule indicates their house: Red, White, or Blue). If you are electing not to utilize an EPS-issued iPad, we request that you download all applicable Microsoft Apps to your tablet or have your child login to MS365 from their personal computer.

Respectfully,



Andrew Berrios, Ed.D.
Principal

IMPORTANT INFORMATION

COMMUNICATION

If you are new to JFK and have not already done so, please ensure you take advantage of these resources:

PowerSchool

- Provides parents/guardians with access to your child's academic gradebook.
- [Login/Register](#)

School Messenger

- Our district alert system. Sign-up to receive emails, calls, and text messages from the school. We utilize this system quite often and encourage you to enroll. [Information Page](#).
- [Login/Register](#)

Important Links

- [JFK Webpage](#)
 - [Principal's Newsletter](#) (posted monthly and sent to your email)
 - [Calendar](#)
 - [Nurse's Page](#)
 - [JFK Twitter Page](#) (updated regularly - you do not need a twitter account to view from a computer. You do need a twitter account to view from a phone)
 - [Faculty Email Directory](#)
- [Enfield Public School Website](#) (and sub sites)
 - [EPS Nutrition Services](#)
 - [Monthly Lunch Menu \(click on JFK\)](#)
 - [Free & Reduced Meal Application](#)
- [Transportation Page](#)
 - [JFK Bus Routes](#)

GETTING INVOLVED

Student Involvement

Traditionally JFK offers a robust after-school activity catalogue and comprehensive athletic program; however, these are on pause until we are able to resume. Educators may voluntarily offer virtual opportunities after school this fall. If an educator elects to extend an after-school offering, they will communicate with you and your child directly.

JFK Parent-Teacher Organization (PTO)

- Parent/Guardian group that supports our students and educators through various means. The PTO conducts several fundraisers throughout the year
 - all proceeds directly benefit our school community. Additionally, the PTO organizes community events and activities for our students.
 - [JFK PTO Website](#)

IMPORTANT INFORMATION

MISSION STATEMENT

The mission of John F. Kennedy Middle School is to provide a secure, nurturing, and academically rigorous environment that meets the needs of our diverse community. We prepare students to become college career ready citizens who can contribute responsibly in a global society.

This mission empowers students:

- To become compassionate, productive, and ethical members of the community.
- To be resourceful thinkers who independently and cooperatively strive to solve complex problems.
- To develop fluency in the use of technology in all disciplines.

We recognize that this endeavor is a shared responsibility of student, home, school and community.

FIRST DAYS OF SCHOOL

Tuesday, Sept. 8 (7:41 am)

Prior to Monday, devices must be [registered](#) and it is recommended your child familiarize and/or refresh on how to utilize [MS Teams](#). Whether remote or hybrid, students are expected to be punctual and prepared for classes. Students are urged to login a few minutes prior to the start of class.

Students in Cohort A (A-K) will physically arrive to JFK and, upon being permitted to enter, will walk straight to their homeroom. The only exception to this procedure are those students who receive breakfast. Students who receive breakfast are asked to collect their food from the auditorium and head straight to homeroom where they will eat.

Cohort B (L-Z) will remotely login and attend homeroom via Microsoft Teams.

Distance/Remote Learners will login and follow their schedule via MS Teams.

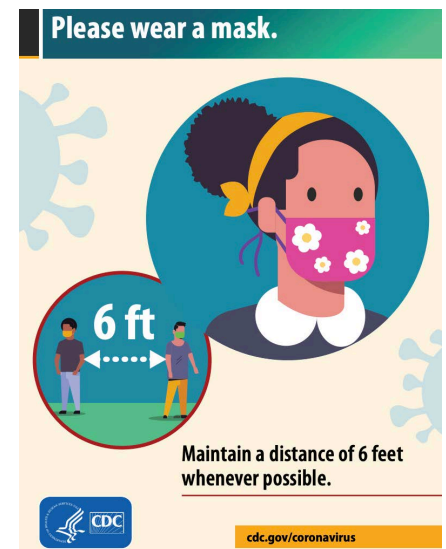
Our [Virtual Handbook](#) provides more details.

COVID INFORMATION

All students who attend JFK must wear a mask while in the school building. We strongly urge the use of sanitizer and frequent hand washing as disinfection safeguards. Masks must properly cover both the mouth and nose.

SAFEGUARDS

- Masks
 - Each student who arrives at JFK will receive an Enfield Public Schools mask. We kindly request that this is the mask of choice. We respectfully ask that students not wear bandannas as protection. They are not an effective safeguard for COVID.
- Mask Breaks
 - Students will be provided daily mask breaks on a rotational schedule. We absolutely understand that this is imperative and will do all in our power to make this less than ideal situation as comfortable as possible. Students are encouraged to bring jackets for outdoor breaks.
- Attendance
 - Student attendance will be recorded for all classes. Students are expected to be punctual and prepared for class. If a hybrid student stays home from school due to illness, they are still able to attend class remotely for full credit.
- Transitions
 - COVID-related signage has been placed throughout the building. These signs display foot traffic directions, reinforce social distancing, and preventative measures.
- Water
 - Please note that water fountains have been turned off due to COVID-related precautionary measures. Please send your child to school with a water bottle and enough water for the school day.



BELL SCHEDULES

HYBRID

HYBRID IN-SCHOOL SCHEDULE					
Student Group	Cohort A-K		All Students	Cohort L-Z	
Period	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	7:41 – 8:10	7:41 – 8:10	REMOTE LEARNING SCHEDULE SEE BELOW	7:41 – 8:10	7:41 – 8:10
Pass	8:10 – 8:15	8:10 – 8:15		8:10 – 8:15	8:10 – 8:15
1	8:15 – 8:56	8:15 – 8:56		8:15 – 8:56	8:15 – 8:56
Pass	8:56 – 9:01	8:56 – 9:01		8:56 – 9:01	8:56 – 9:01
2	9:01 – 9:42	9:01 – 9:42		9:01 – 9:42	9:01 – 9:42
Pass	9:42 – 9:47	9:42 – 9:47		9:42 – 9:47	9:42 – 9:47
3	9:47 – 10:28	9:47 – 10:28		9:47 – 10:28	9:47 – 10:28
Pass	10:28 – 10:33	10:28 – 10:33		10:28 – 10:33	10:28 – 10:33

Grade 6 Lunch		Grade 7 Lunch		Grade 8 Lunch	
10:33 – 11:03	<u>Lunch</u>	10:33 – 11:14	<u>Period 4</u>	10:33 – 11:14	<u>Period 4</u>
11:03 – 11:44	<u>Period 4</u>	11:14 – 11:44	<u>Lunch</u>	11:19 – 12:00	<u>Period 5</u>
11:49 – 12:30	<u>Period 5</u>	11:49 – 12:30	<u>Period 5</u>	12:00 – 12:30	<u>Lunch</u>

Pass	12:30 – 12:35	12:30 – 12:35		12:30 – 12:35	12:30 – 12:35
6	12:35 – 1:16	12:35 – 1:16		12:35 – 1:16	12:35 – 1:16
Pass	1:16 – 1:21	1:16 – 1:21		1:16 – 1:21	1:16 – 1:21
7	1:21 – 2:01	1:21 – 2:01		1:21 – 2:01	1:21 – 2:01
Dismissal	2:06 – 2:36	2:06 – 2:36		2:06 – 2:36	2:06 – 2:36

WEDNESDAY'S REMOTE SCHEDULE

REMOTE LEARNING SCHEDULE			
Time	Block Title	Minutes	Wednesday
8:00 - 8:45	Team Time Department Time Professional Learning	:45	Team Time Department Time Professional Learning
8:45 - 9:10	Synchronous/Live Lesson	:25	Period 1
9:15 - 9:40	Synchronous/Live Lesson	:25	Period 2
9:40 - 10:10	Asynchronous	:30	
10:10 - 10:35	Synchronous/Live Lesson	:25	Period 3
10:40 - 11:05	Synchronous/Live Lesson	:25	Period 4
11:05 - 11:35	Asynchronous	:30	
11:35 - 12:00	Synchronous/Live Lesson	:25	Period 5
12:00 - 12:30	Lunch	:30	Lunch
12:30 - 12:55	Synchronous/Live Lesson	:25	Period 6
1:00 - 1:25	Synchronous/Live Lesson	:25	Period 7
1:25 - 3:00	Asynchronous Learning Office Hours Team Time	1:35	Asynchronous Learning Office Hours Team Time

TRADITIONAL HANDBOOK

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Policies

NON-DISCRIMINATION

(Title VI, Title IX, Section 504)

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

Non-Discrimination – Title IX

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

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

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

Reference: Policy #5410

Revised: 2012

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

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

SEARCH FOR ILLEGAL MATERIALS AND DANGEROUS WEAPONS

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

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

Environmental Reports

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

GENERAL SCHOOL INFORMATION

ATTENDANCE & ABSENCES

Connecticut law requires that children attend school regularly during the hours and terms that the public school is in session, unless specifically exempted from attendance by law. The Superintendent of Schools shall establish such procedures as deemed necessary to determine the cause of habitual truancy, including medical verification for excessive absence, and shall cooperate with other private and governmental agencies in correcting the causes thereof. ([Board Policy 5113](#))

Experience indicates that regular school attendance is important for school success. These regulations reflect our belief that classroom learning activities are an essential part of the curriculum for all students and are intended to reduce tardiness and absence from class. It is important to note that while the first nine absences in a school year can be deemed excused for any reason the parent or guardian provides, the tenth and each subsequent absence establish a more stringent and specific set of reasons for the absence to qualify as excused.

In cases of an excused absence other than family-initiated travel, appropriate provisions will be made by school staff regarding assistance with missed assignments, homework and tests. When an excused absence is the result of family initiated travel, teachers are under no obligation to provide advance assignments or to review work missed during the period of absence. However, students must be allowed to take make-up tests. The student's Principal/Assistant Principal must be notified in writing of extended absences due to family-initiated travel.

A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school and must meet the following criteria:

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

Calling in Your Student Absent

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

1. CALL the school at 860-763-8855 before 9:00 a.m. to report the absence. Simply follow the prompts to report the absence on the attendance voicemail line.
2. Follow up with a written excuse to the homeroom teacher, brought to school by the student on the day he or she returns. Please include the following:
 - Student's full name and homeroom
 - Date or dates of absence
 - Reason for absence
 - Parent's signature.

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

Homework Requests

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

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

Student's full name

Student's grade and homeroom

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

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

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

Red House and room 39

Mrs. Flynn -860-763-8863

White House and rooms 34 & 40

Mrs. White -860-763-8867

Blue House

Mrs. Havourd - 860-763-8865

TARDINESS

Tardy to school is defined as a student that enters the school building after the start of the school

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

TRUANCY

“Truant” shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year. Students who stay out of school for an entire school day without parental or school consent are considered truant. Students will receive a zero (0) for all schoolwork on the day of truancy and may be cause for disciplinary action, suspension, parent/guardian conferences, counseling and the use of community services to address student needs.

EARLY DISMISSAL

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

NO SCHOOL/DELAYED OPENINGS

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

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

DISCIPLINE

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

DETENTION POLICY

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

SUSPENSION

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

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

STUDENT BEHAVIOR

ANTI BULLYING POLICY

The Enfield Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally, and intellectually safe and thus free from bullying, teen dating violence, harassment, and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying, teen dating violence behavior on school grounds; at school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased, or used by a local or regional Board of Education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education. Students who engage in bullying, teen dating violence behavior shall be subject to school discipline, suspension and expulsion consistent with state and federal law.. (See Policy 5131.9)

[JFK's Safe Climate School Plan](#)

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

SUBSTANCE ABUSE POLICY

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

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

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

SMOKING/TOBACCO RESTRICTION POLICY

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

2. Possession of any smoking material or electronic nicotine delivery system (e-cigarettes and vapor products) chewing tobacco or any tobacco-like substance, of any kind, is prohibited in any building or transportation vehicle under the direction of the Board of Education at any time. (See Policy 5131.61)

SEXUAL HARASSMENT POLICY

Sexual harassment is expressly prohibited and will not be tolerated in any form. Sexual harassment shall include, but not be limited to, unwelcome advances, direct or indirect demands or requests for sexual favors, sexual comments, gestures or other physical actions of a sexual nature when:

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

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

EXPECTATIONS FOR JFK STUDENTS

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

BUSES

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

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

1. Students shall always be courteous to the bus driver and follow his/her instructions.

2. No student may ride on a bus other than the one to which he/she is assigned unless authorized by the school administration. **Written parental permission is required if the student is to ride a different bus on any given day.** Special situations might necessitate riding on a different bus; however, visitations to other students' homes are not an acceptable reason.
3. Students must not stand on the traveled portion of the highway while awaiting the bus. Students should get on and off the bus only when the bus is fully stopped. They must take a seat when they enter and remain seated while the bus is in motion.
4. Students shall enter or leave the bus only at the front door except in cases of emergency. When entering or leaving the bus, students should avoid crowding or in any way disturbing others.
5. If a student **MUST** cross the street to get on or off the bus, he/she **MUST** cross in front of the bus. The bus will not proceed until the student is safely off the traveled portion of the street.
6. Students must not at any time extend their arms or head out of the bus windows.
7. Students shall assist in keeping the bus clean and orderly. Papers or other objects may not be thrown on the bus or out of the windows. Students are to refrain from causing any disturbance that may distract the bus driver from proper and safe operation of the school bus.
8. Eating, drinking, or any disciplinary code infractions as noted in Enfield Board of Education Policy 5131.1 will not be permitted on school buses by anyone at any time.
9. Profanity and/or inappropriate language is not allowed on the bus.
10. Missing the bus is not a valid excuse for tardiness or absence from school.

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

BEHAVIOR ON SCHOOL GROUNDS

Students are expected to:

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

BUILDING AND CLASSROOM BEHAVIOR

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

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

- stay on right side going up and down stairs.
- follow directions of all staff the first time given.

TELEPHONE

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

DRESS CODE

1. The Enfield Board of Education (Policy 5132) declares that appropriate dress is essential in order to create and maintain the best educational environment for the students in the Enfield Public Schools. This environment must allow all students to learn and teachers to teach without distraction or disruption to the learning environment as well as be indicative of the dignity, pride and respect which our students have for our school, our community and for themselves.
 - A. Restrictions on freedom of student dress shall be applied whenever the mode of dress in question:
 - 1) Is not clean, modest, and appropriate to the school situation;
 - 2) Disrupts the educational process;
 - 3) Constitutes a safety or health hazard for the student or those around the student;
 - 4) Damages school property;
 - 5) Is contrary to law.
2. Restrictions on freedom of dress and adornment may not:
 - A. Reflect discrimination as to civil rights;
 - B. Enforce particular codes of morality or religious tenets.
3. The Superintendent of Schools shall develop administrative regulations with respect to student dress through cooperative planning with staff, students and parents. Such regulations would be subject to approval by the Board of Education.

JFK Dress Expectations:

- No do-rags or colored bandanas
- No hats
- No sunglasses

- No short shorts
- Pants must be worn at the waist and properly cover undergarments
- Please ensure rips/frays on pants provide appropriate coverage



- ALL shirts must provide appropriate coverage
- Clothes cannot display weapons, acts of violence, or offensive language/imagery
- Shirts cannot endorse tobacco, vaping, drugs or alcohol.
- No see-through clothing
- No bare stomachs or backs exposed
- *JFK Administration reserves the right to make the final decision on items not listed.

ACADEMICS

HONOR ROLL

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

REPORT CARD /PROGRESS REPORTS

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

PROMOTION

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

HOMEWORK

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

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

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

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

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

DEPARTMENTAL GRADING REQUIREMENTS

English Department:

Homework:

Assignments will support unit coursework.

Grading will reflect achievement of outlined expectations.

Homework not completed can lower grade significantly.

Evaluation:

Graded work is weighted as follows:

* Assessment - 50% of overall grade.

* Classwork - 30% of overall grade.

* Homework - 20% of overall grade.

Students are evaluated in accordance with the district assessment calendar.

Writing Assignments:

Written products will reflect various lengths/formats.

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

Writing is integrated with reading instruction.

Social Studies Department:

Homework:

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

Evaluation:

All assigned work is graded on the point system. Possible points are divided into the points the student has earned to get an average. Evaluation of student progress is done in accordance with the district assessment calendar.

Writing Assignments: When applicable

- 40% Tests
- 20% Quizzes
- 40% Classwork/Homework

Science Department:

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

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

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

Mathematics Department:

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

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

Writing Assignments: When applicable.

World Languages Department:

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

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

Writing Assignments: When applicable.

Reading Department:

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

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

Writing Assignments: When applicable.

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

Music Department:

Homework:

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

Evaluation:

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

Writing Assignments:

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

Technology Education:

Homework:

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

Evaluation:

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

Writing Assignments: When applicable.

Art Department:

Homework:

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

Evaluation:

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

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

STUDENT SERVICES

GUIDANCE

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

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

SCHOOL NURSE INFORMATION

John F. Kennedy Middle School has two full time nurses and one part-time nurse on staff. The nurses' office is located in the main administrative wing. If you feel sick or have an injury, you must ask your teacher for a pass to the nurses' office. You will get a nurses' pass to return to class. Parents will be called if it becomes necessary to dismiss a student due to illness or injury. Parents will also be called to inform them of concerns or issues with their student as they arise. If students request to call their parent, they will be allowed to use the school phone to call. If your student texts or calls from their cell phone to be dismissed due to illness, please be sure they have been to the nurses' office.

Emergency numbers are most important in case parents are unavailable. Parents must sign in at the main office when dismissing a student. No student will be allowed to walk home. Students will not be dismissed without proper parent or emergency-person authorization. Parents can call the school nurses' office (763-8880) with questions about their student's health and well-being. Voice mail is on at all times.

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

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

requirements will be mailed a referral for doctor's examination.

ADMINISTRATION OF MEDICINES

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

LIBRARY

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

EXTRA-CURRICULAR ACTIVITIES

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

ATHLETICS

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

CLUBS

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

NATIONAL JUNIOR HONOR SOCIETY

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

VISITORS

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

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

FINAL NOTE

Each student will receive a packet of school policies and forms during the first week of school.

We assume you will familiarize yourself with the contents of the student packet as well as our electronic version of our student handbook. Should you have any questions about the content of either or need a hard copy of the student handbook please contact the school administration.

ENFIELD PUBLIC SCHOOLS POLICIES

Enfield, Connecticut

Community Relations 1250 - Visits to the School

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

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

Classroom Observation by Non-school Personnel

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

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

Policy Adopted: April 24, 2018

ENFIELD BOARD OF EDUCATION
ENFIELD, CONNECTICUT

POLICY ON STUDENT RECORDS & CONFIDENTIAL 5125.2

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

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

Submitted: December 5, 1978

Approved: December 12, 1978

ENFIELD BOARD OF EDUCATION ENFIELD, CONNECTICUT

Community Relations 1212

School Volunteers, Student Interns and Other Non-Employees

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

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

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

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

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

Legal Reference: Connecticut General Statutes

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

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

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

Policy Adopted: April 24, 2018

Relations with the Enfield Police Department

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

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

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

A. Police response to calls originating in the schools

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

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

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

4. **Non-emergency calls not involving the presence of suspects** - In other situations, police may be summoned to investigate a condition in which no identifiable suspect is immediately and directly involved; for example, an instance of vandalism or burglary. The building administrators will cooperate with the police in making the complaint and filing the appropriate reports.

B. Police questioning of students in school

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

C. Community Policing

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

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

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

Policy Adopted: April 24, 2018

Transportation of Students

I. Transportation of Students

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

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

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

A. Eligibility

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

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

Transportation of Students – Misbehavior on School Buses

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

Transportation may be denied the offender in the following manner:

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

Legal Reference: Connecticut General Statutes
10-220 Duties of boards of education

Hazardous Material in Schools - Pest Management /Pesticide Application

The Board of Education believes that structural and landscape pests can pose significant hazards to people, property and the environment. Pests are living organisms such as plants, animals or microorganisms that interfere with human uses for the school site. Strategies for managing pest populations will be influenced by the pest species and the degree to which that population poses a threat to people, property or the environment. Further, the Board also believes that pesticides can also pose hazards to people, property and the environment. The intent of this policy is to ensure the health and safety of students, teachers, staff and all others using district buildings and grounds.

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

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

The school district shall incorporate Integrated Pest Management procedures (IPM) to manage structural and landscape pests and the toxic chemicals for their control in order to alleviate pest problems with the least possible hazard to people, property and the environment. In addition, staff, students and the public shall be educated, at least annually, about potential school pest problems and the IPM policies and procedures to be used to achieve the desired pest management objectives. Integrated Pest Management (IPM) is the coordinated use of pest and environmental information with available pest control methods to prevent unacceptable levels of pest damage by the most economical means with the least possible hazard.

IPM procedures will determine when to control pests and whether to use mechanical, physical, chemical, cultural or biological means. Chemical controls shall be used as a last resort. The Board establishes that the school district shall use pesticides only after consideration of the full range of alternatives, including no action, based upon an analysis of environmental effects, safety, effectiveness and costs. The Superintendent or his/her designee shall be responsible to implement Integrated Pest Management (IPM) procedures and to coordinate communications with members of the staff who are responsible for pest control, such as maintenance personnel, custodians, and hired contractors when utilized by the district to control a pest problem. The Maintenance Supervisor/Head Custodian shall be designated as the IPM supervisor and shall direct and supervise all IPM procedures to be carried out by assigned maintenance and/or custodial staff.

All district employees who use chemicals to control a pest problem must be trained and shall follow all precautions and application regulations. The District will only employ certified pesticide applicators for any necessary and non-emergency pesticide use in school building or on school grounds. Contractors hired to do this work shall give evidence of appropriate training and certification in the proper use of pesticides. Pest control contractors shall be utilized, when deemed necessary, to inspect for conditions conducive to pest problems and to develop appropriate prevention measures. Pest control contractors will be expected to write recommendations for structural improvements or repairs and housekeeping and sanitation measures required to reduce or prevent recurrence of pest problems.

Someone other than a certified pesticide applicator may apply a pesticide in an emergency to eliminate an immediate human health threat when

- (1) it is impractical to obtain the services of a

certified pesticide applicator and
(2) a restricted use pesticide is not used.

Whenever it is deemed necessary to use a chemical substance that school must provide notification to all parents and staff who have registered for advanced notification in conformity with state statutes. The District, prior to any application of pesticide within any building or on school grounds shall provide such notice by electronic mail no later than twenty-four hours prior to the pesticide application. Notices shall also be posted in designated areas at school at least (suggested) forty-eight (48) hours prior to the application.

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

The notice shall include:

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

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

Not later than March 15 of each year, a notice of applications made since January first of such year, and a listing of such notices for applications made during the period March 15th through December 31st time frame from the preceding calendar year shall be sent through the District's electronic mail notification or alert system. This notification is for those parents/guardians who previously registered for prior notification of pesticide applications.

The District is also required to print the above required electronic mail notification in the applicable parent handbook. (The law, C.G.S. 10-231c, as amended does not require the reprinting of the handbook to provide the notification or the development or use of a website, social media account or electronic mail notification or alert system not already in use or existence prior to October 1, 2015.)

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

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

Legal Reference: Connecticut General Statutes
10-231b Pesticide applications at schools: Authorized applicators.

Exception. (as amended by P.A. 09-56)
10-231c Pesticide applications at schools without an integrated pest management plan. (as amended by June 2015 Special Session PA 15-5)
22a-46 Short title: Connecticut Pesticide Control Act.
22a-54 Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility; aircraft, tree, public employee applicators.
22a-58 Records to be kept by distributors and applicators.
23-61b Licensing for arboriculture; examination; fees; renewal; suspension, revocation. Nonresidents. Records. Pesticides.
P.A. 09-56 An Act Concerning Pesticide Applications at Child Day Care Centers and Schools.
Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 136 et seq

ENFIELD PUBLIC SCHOOLS ENFIELD, CONNECTICUT

BULLYING, TEEN VIOLENCE PREVENTION AND INTERVENTION POLICY 5131.9

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

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

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

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

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

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

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

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

- (1) Enable students to anonymously report acts of bullying, teen dating violence to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying, teen dating violence;
- (3) require school employees who witness acts of bullying, teen dating violence or receive reports of bullying, teen dating violence to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, teen dating violence, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying, teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying, teen dating violence;

- (7) provide for the inclusion of language in student codes of conduct concerning bullying, teen dating violence;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying, teen dating violence and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- (9) require each school to invite the parents or guardians of a student who commits any verified act of bullying, teen dating violence and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying, teen dating violence;
- (10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying, teen dating violence in such school and to maintain a list of the number of verified acts of bullying, teen dating violence in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- (11) direct the development of case-by-case interventions for addressing repeated incidents of bullying, teen dating violence against a single individual or recurrently perpetrated bullying, teen dating violence incidents by the same individual that may include both counseling and discipline;
- (12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying, teen dating violence;
- (13) direct the development of student safety support plans for students against whom an act of bullying, teen dating violence was directed that address safety measures the school will take to protect such students against further acts of bullying, teen dating violence;
- (14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying, teen dating violence constitute criminal conduct;
- (15) prohibit bullying, teen dating violence (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying, teen dating violence (i) creates a hostile environment at school for the student against whom such bullying, teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- (16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- (17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

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

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

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

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

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

**Enfield Public Schools
Enfield, Connecticut**

Administrative
Regulation 5131.9

DISTRICT SAFE SCHOOL CLIMATE PLAN

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

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

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

- A. The Board expressly prohibits any form of bullying and teen dating violence behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;
- D. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

- A. **"Bullying"** means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at or referring to another student attending school in the same district that:
 - 1. causes physical or emotional harm to such student or damage to such student's property;
 - 2. places such student in reasonable fear of harm to himself or herself, or of damage

to his or her property;

3. creates a hostile environment at school for such student;
 4. infringes on the rights of such student at school; or
 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system;
- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.
- J. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

- 1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
- 2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
- 3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
- 4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. Not later than January 1, 2012, the Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the

student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.
- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed.

Such support plan will include safety measures to protect against further acts of bullying.

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

- E. Notice to Law Enforcement

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

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

VIII. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy,

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

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

X. Other Prevention and Intervention Strategies

- A. Bullying and teen dating violence behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or teen dating violence. While conduct that rises to the level of “bullying” or “teen dating violence,” as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying:

- i. Non-disciplinary interventions

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

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is

warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

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

ii. Disciplinary interventions

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

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

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

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

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

- a. Referral to a school counselor, psychologist or other appropriate social or mental health service;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan; and
- f. Restitution and/or restorative interventions.

- g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence

iv. General Prevention and Intervention Strategies

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

- a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur;
- c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
- i. Respectful responses to bullying and teen dating violence concerns

raised by students, parents or staff;

- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence-based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

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

XI. Improving School Climate

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

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

XII. Annual Notice and Training

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

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

XIII. School Climate Assessments

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

Adopted: January 24, 2012

Revised: May 12, 2015

Legal References:

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

Conn. Gen. Stat. § 10-222d

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

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

FORM A

ENFIELD PUBLIC SCHOOLS

REPORT OF SUSPECTED BULLYING BEHAVIORS OR TEEN DATING VIOLENCE

(School Employees Should File with the School Principal)

(Parents and Students May File with the School Principal or any other School Employee)

Name of Person Completing Report:

Date: _____

Target(s) of Behaviors/Violence:

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

Report Filed

Against:

Date of Incident(s):

Location(s): _____

Time: _____

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

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

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

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

If "yes", please describe the behavior of concern, or the violence that occurred; the approximate dates and the location:

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

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

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

REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use Only:

School _____ Date _____

Location(s)

Reporter Information:

____ Anonymous student report _____

Staff Member report _____ Name _____

Parent/Guardian report _____ Name _____

Student _____ report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place:

Names of Potential Witnesses:

Action of Reporter:

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes ____ No ____

Remedial Action(s) Taken:

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

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

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

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

Date of Meetings: _____

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

Y N

Name of Investigator: _____ Date: ____

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

ENFIELD PUBLIC SCHOOLS

Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

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

(Please check one):

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

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

Signature of Parent/Guardian Date _____

Name (Please print) _____

FORM E

ENFIELD PUBLIC SCHOOLS

Report of Teen Dating Violence/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

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

(Please check one):

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

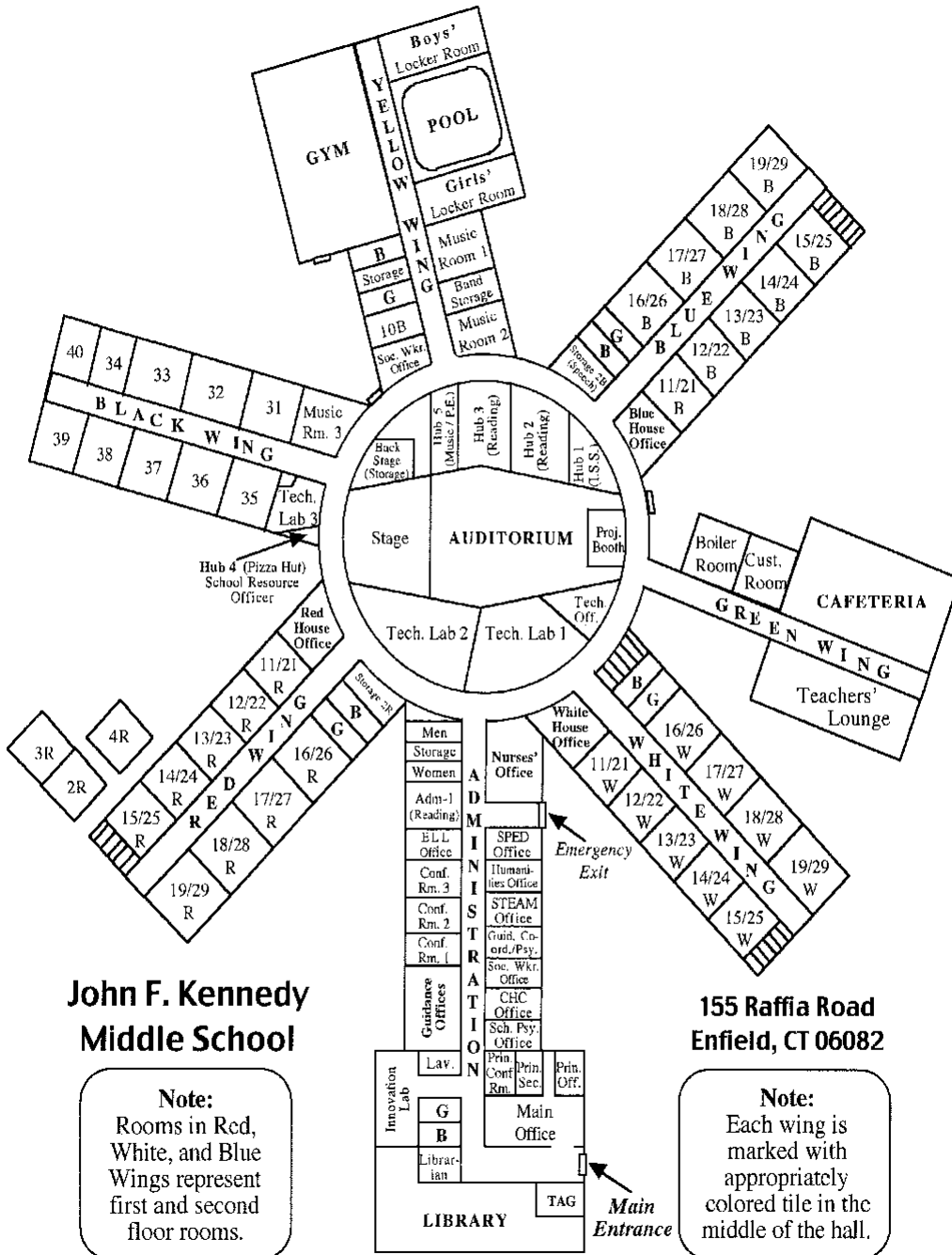
_____ I do NOT give permission for the Enfield Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

Signature of Parent/Guardian

Date

Name (Please print)

MAP



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