



STUDENT HANDBOOK

2024 - 2025

Enfield High School

Enfield High School empowers our students to be respectful and responsible citizens who are college and career ready. Meaningful and challenging learning experiences enable our students to become critical thinkers, creative problem solvers, and effective communicators. Our school community supports the social and emotional development of students and encourages the exploration of their interests and talents.

Core Values

Community
Respect

Creativity
Responsibility

Innovation
Wellness

ADMINISTRATION

Mr. Steven Moccio, Superintendent of Schools
Mr. Andrew Longey, Assistant Superintendent of Schools

Ms. Erin Clark, Principal

TELEPHONE NUMBERS

<u>Enfield High School</u>	253-5540
Principal – Ms. Erin Clark	763-8804
Secretary – Ms. Gina LaScola	
Assistant Principal, 9 th Grade – Mr. Connell Clark	253-5549
Secretary – Ms. Jessica Corbett	
Assistant Principal, 11 th Grade – Ms. Laura Gagnon	763-8849
Secretary – Ms. Lynda MacIntosh	
Assistant Principal, 10 th grade – Ms. Patricia Nelson	763-8802
Secretary – Ms. Allison Aikins	
Assistant Principal, 12 th grade – Mr. Matthew Murray	763-8822
Secretary – Ms. Ashley Evans	
Athletic Director – Mr. Cory O’Connell	253-6524
Secretary – Ms. Tracey LaFleur	
School Nurses	
Ms. Kelly Flanagan	763-8829
Ms. Melanie Alaimo	763-8830
School Resource Officers	
Officer Rick Gutska	253-5323
Officer Norma Navarro	763-8837
School Counseling Office	253-5550
Report an Absence	253-5540
School Delay/Cancellation Line	253-5170

District Website: www.enfieldschools.org

School Calendar: https://www.enfieldschools.org/calendar/2024-25_school_calendar

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I. REQUIREMENTS FOR GRADUATION #6146

Summary of Graduation Requirements:

Graduation from our public school implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district’s performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits. Graduation shall not be held until 180 days and 900 hours of actual schoolwork are completed.

Credits and Required Courses: 25 Credits Required

In order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than: (a) nine (9) credits in humanities (English, Social Studies and Fine Arts) including Civics and the Arts; (b) nine (9) credits in Science, Technology, Engineering and Mathematics; (c) one (1) credit in Physical Education and Wellness; (d) one (1) credit in Health and Safety Education; (e) one (1) credit in World Languages and (f) one (1) credit mastery-based diploma assessment.

<i>English</i>	4 Credits
<i>Mathematics</i> (must include Algebra 1 unless successfully taken in middle school and Geometry)	4 Credits
<i>Science</i> (3 credits must be in one of the NGSS pathways as defined in the program of studies)	3 Credits
<i>Social Studies</i> consisting of (1) Modern World History (2) Credit US History or AP US History (.5) Credit – Civics in Action* • (.5) Credit – Foundations of Government* • *Earning 1 credit in AP US Government and Politics can replace these two credit requirements	3 Credits
<i>Fine Arts</i> (Music and/or Visual Arts)	.5 Credit
<i>Physical Education/Health Education</i>	2 Credits
<i>World Language</i>	1 Credit
<i>Electives</i> Electives should be chosen to ensure that the required 9 credits of humanities and the 9 credits of science, technology, engineering and mathematics are met.	6.5 Credits
<i>Mastery-Based Diploma Assessment</i> Earn one credit in the courses outlined in the mastery-based diploma assessment section of the EHS Programs of Studies	1 Credit

Performance Standards

A student will be granted a high school diploma provided that he/she has met a literacy and a numeracy performance standard, as well as the minimum requirement of credits.

A. Literacy Performance Standard – To read and write with understanding as outlined in the Connecticut core Standards.

1. In order to meet the literacy standard, a student must achieve one of the following:
 - a. A Critical Reading SAT score or Writing SAT score of 480 or above; or
 - b. Achieve a 460 or better on the Reading or Writing portion of the PSAT; or
 - c. A Reading ACT score of 18 or above; or
 - d. Achieve a passing score on an identified skills assessment in English 11 or US History; or
 - e. Receive a score that meets or exceeds standards on a District Literacy Performance Task as defined in this policy.

B. Numeracy Performance Standard – To demonstrate mathematical skills as outlined in the Connecticut Core Standards.

1. In order to meet the numeracy performance standard, a student must achieve one of the following:
 - a. A Math SAT score of 480 above; or
 - b. Achieve a 460 or better on the Mathematics portion of the PSAT; or
 - c. A Math ACT score of 18 or above; or
 - d. Achieve a passing score on an identified skills assessment in a math course during their Grade 11 school year; or
 - e. Receive a score that meets or exceeds standards on a District Numeracy Performance Task as defined in this policy.

C. Science Performance Standard – Students shall, prior to the completion of their senior year, demonstrate a proficiency in problem solving and scientific inquiry as well as a familiarity with major themes in science.

1. In order to meet the District Performance Standards in science, students must succeed in one of the following:
 - a. Meet the proficiency benchmark set by Enfield Public Schools on the new state-mandated Next Generation Science Assessment.
 - b. Score a 430 or higher on a SAT II Science related subject test; or
 - c. Score a 70% or higher on the Honors Physics 5230 or Biology 5212 final exam; or
 - d. Score a 70% or higher on the final Honors Physics 5230 or Biology 5212 Science and Engineering Practices Assessment; or
 - e. Receive a score that meets or exceeds standards on a District Science Performance Task as defined by this policy.

Conditions:

1. Graduating Seniors:

In addition to satisfying the required course credits and meeting the performance standards, graduating seniors must attain a minimum overall average of 1.7 (C-) for all courses required for graduation.

The 1.7 (C-) grade average required for graduation shall be computed annually at the end of the fourth marking period and shall include all the courses taken by the student.

Students who have earned more than the required credits for graduation but failed to obtain the required 1.7 (C-) average, may attempt to satisfy the 1.7 (C-) average by calculating the highest GPA using the minimum number of credits. Such calculation must include all the required courses.

Only students who have met all the district's graduation requirements may participate in their school's graduation ceremony.

2. Non-Graduating Seniors:

Seniors who have not satisfied all requirements for graduation will not be allowed to participate in the school's graduation ceremony and will be given the opportunity to attain a high school diploma by:

- a. attending summer school at their own expense in an attempt to meet the graduation requirements.
- b. returning to high school the following year to meet all graduation requirements.

All students must pass a minimum of four (4) full-credit courses in their senior year. This requirement may be waived for students who have been granted approval for senior mid-year graduation or have returned to complete their graduation requirements.

Students who have met all the district's graduation requirements except for the literacy and/or numeracy standard shall receive a certificate of completion in lieu of a high school diploma.

D. Senior Mid-Year Graduation:

Students who complete all graduation requirements by the end of the second marking period of the senior year, may select to leave school at that time provided they have complied with the following procedures:

1. A formal request must be made to the school administration, before the end of the junior year. This request must be made on the official "Early Graduation Request Form" which can be obtained from the Guidance Office.
2. The request for Mid-Year Graduation must have the approval of the parent or guardian. The student's guidance counselor will certify that the student is eligible for early graduation.

3. A program must be planned accordingly prior to the end of the Junior year.
4. Final and official approval must be obtained from the school administration.

Principals should use discretion in granting permission for early graduation and weigh each request on its own merits. Consideration should be given to requests centered around such things as:

- a. Early acceptance into college or some other acceptable educational or vocational program.
- b. Extreme economic hardship within a family.

Since the Board feels that a student's high school experience is beneficial both academically and socially, it will not be the intent of this policy to encourage students to request early graduation simply for the purpose of seeking an early termination to their formal education process.

Students who have been granted permission for mid-year graduation will receive their diplomas in June and are expected to participate in commencement activities. All graduation expenses and obligations should be met before leaving school.

5. All other requests for early graduation other than those stipulated above will require the approval of the Superintendent of Schools. In no case will students be permitted to "graduate" earlier than the end of the "junior" year.

E. Transfer of Credits:

Students who transfer to the senior high school in their senior year will receive an Enfield diploma provided such transfer is made on or before February 1st. In cases where students transfer after February 1st, the administration shall make an effort to have the student receive a diploma from the school last attended. In any case, students in this category shall participate in Enfield graduation ceremonies.

High school students may take courses and earn credits from any accredited college, vocational institution or accredited/approved Distance Learning Program at their own expense. Such courses may be added to the student's official school transcript and applied toward fulfilling graduation requirements. The number of course credits, which will be accepted toward graduation requirements, is not to exceed two credits.

Students pursuing this option, must obtain approval from the guidance office and school principal prior to enrolling in any such course.

The decision of the principal is final.

F. Special Education Students:

Special Education students will be subject to the general policy regarding graduation unless extenuating circumstances are in evidence, which might exclude such students from satisfactorily completing the district performance standards and/or the grading policy as determined by the Planning and Placement Team (P.P.T.). It is expected that the P.P.T. will recommend

“exemptions” from this Board policy as early in the program planning stage as may be feasible but after the student has participated in the SAT assessment.

G. Modifications and Accommodations:

Students who have been identified as ESL/ELL may be allowed modifications or accommodations by a school review committee in order to meet any of the conditions set forth in the performance standards section. The review committee may exempt such students if, in the opinion of the committee, they deem the language barriers to be a significant impediment to satisfying the conditions set forth in Section C.1.

H. Options for Students Who Fail to Meet Performance Standards:

Individuals who have met all other graduation requirements except the literacy and/or numeracy and/or science standards are entitled to retake the DPT during the times scheduled and published by the school district or provide evidence of acceptable SAT/ACT scores to meet graduation requirements until attaining the age of 21, consistent with the age limits for returning to school as stated in CT Statute 10-220. Upon reaching the age of 21, this option no longer will be offered, and individuals must then seek an Adult Education Diploma.

If an individual elects to enroll in Adult Education, he or she must follow the guidelines established for the Adult Education Diploma.

Policy Adopted: May 11, 2021

Crossover Credit Approval Form

Students may receive required academic credit for certain elective courses whose content bridges the curriculum of a required course. The number of crossover credits will be limited to one credit per discipline. In addition, a student must successfully complete at least one credit of work in this discipline before a crossover can be requested. Crossover credit must be approved prior to enrolling in the course and cannot be awarded retroactively. Forms are available in the school counseling office. The following courses can be considered for crossover credit.

	Course	Total Credits	Academic Crossover	Credits Eligible for Crossover
<input type="checkbox"/>	Drafting Technology (5711)	1.00	Mathematics (5711C)	1.00
<input type="checkbox"/>	Business Law 1 (5527)	.50	Social Studies (5527C)	.50
<input type="checkbox"/>	Business Law 2 (5528)	.50	Social Studies (5528C)	.50
<input type="checkbox"/>	Economics (5535)	.50	Social Studies (5535C)	.50
<input type="checkbox"/>	Personal Finance (5526)	.50	Mathematics (5526C)	.50

PROMOTION AND RETENTION

Students at Enfield High School are encouraged to earn 8.0 credits each school year. We review students for promotion at three junctures in their high school careers:

- First, at the end of their 9th grade year. Ninth grade students who have earned a minimum of four (4) credits, of which one credit is in English and one credit is in mathematics, will be promoted with their “class” to 10th grade.
- The second time we review student records for promotion is at the conclusion of the students’ sophomore year. Students are required to gain a minimum of 10 credits. Students must earn two credits in math and two credits in English, included in the 10 credits.
- The third time we review student records for promotion is at the conclusion of the junior year. In order to achieve senior status a student must have earned at least 17 credits. A junior who has been retained and who expects to graduate that year may be promoted to senior status at the end of semester one. The promotion will occur if the student has earned the necessary 17 credits and has the potential to earn credits necessary to graduate from Enfield High School.

SUMMER SCHOOL HIGHLIGHTS 6174

Summer school courses will carry credit. Students may elect summer school courses in other accredited high schools provided that the course content is equivalent and provides a minimum of 60 hours of instructional time. Approval must be obtained from the administrators and/or counselors **prior** to enrollment. A complete summer school policy is available from your school counselor.

High School:

- The primary objective of the High School summer school program is to afford students the opportunity to make up lost credits/required courses, improve grade point average and/or take enrichment courses. Details are specified in part of this policy.
- Enrollment and credit for any summer school course taken in Enfield or outside the Enfield school district by an Enfield Public Schools student must receive the prior approval of the student’s guidance counselor and building administrator.
- Summer school courses, unless approved in advance by a building administrator, will be treated as level 3 courses for GPA computational purposes.
- No more than 50% of the total credits needed in a required subject area for graduation may be accrued in summer school.
- The student must complete all established requirements for a given summer school course to receive credit.

Making-up lost credit(s)/required courses.

- Available to students who have lost credit(s) due to the attendance policy or who have failed courses.
- Students must have been enrolled for the entire course and earned a course average of 45 or a grade of 45 on the final exam during the regular school year to enroll in a summer school course.
- Credit for any summer school course will be awarded only to the amount lost in any individual school year.
- If a required or make-up course is not offered during summer school, an appropriate substitute course, approved by a building administrator, may be taken.
- Both the regular year’s grade and the summer school grade will be included on the transcript and shall be factored into the student’s career GPA.

Improving Grade Point Average:

- Available to students who have passed a course during the year but who wish to improve their grade.
- The final grade earned in summer school courses will be added to the student's high school transcript. Both the grade earned during the school year and the summer school grade will be included on the student's transcript.
- Computation of a new GPA using the final grade earned in summer school will be at the discretion of the student.

GRADING POLICY

The grading system and numerical value code employed are as follows:

<u>Grade</u>	<u>Numerical Equivalent</u>	<u>AP/ECE</u>	<u>Honors</u>	<u>College/Career Prep (CCP)</u>	<u>Honor Roll</u>
A+	100 – 97	5.0	4.5	4.0	<u>High Honors</u>
A	96 – 93	5.0	4.5	4.0	3.6 average with no grade lower than a B-
A-	92 – 90	4.7	4.2	3.7	
B+	89 – 87	4.3	3.8	3.3	
B	86 – 83	4.0	3.5	3.0	<u>Honors</u>
B-	82 – 80	3.7	3.2	2.7	3.0 average with no more than one C
C+	79 – 77	3.3	2.8	2.3	
C	76 – 73	3	2.5	2.0	
C-	72 – 70	2.7	2.2	1.7	
D+	69 – 67	2.3	1.8	1.3	
D	66 – 63	2.0	1.5	1.0	
D-	62 – 60	1.7	1.2	0.7	
F or IN	59 and below	0	0	0	

CLASS RANK

Class Rank for all students is computed by compiling grades on a cumulative basis over the period of time from grade 9 through the 1st semester of the senior year. This compilation of grades is based on the quality point system used to designate honor roll and honor graduates. The quality point average is compiled, and each student is then listed in mathematical order. It should be emphasized that rank in class is a cumulative compilation of grade averages including physical education and health but not pass-fail courses.

HONOR ROLL

Honor students are recognized at the end of each term. High honor or general honor status may be achieved by meeting the criteria established for these designations.

The honor roll will be determined numerically using the numerical value code as shown above. High honors will be awarded to students achieving a 3.6 average or better with no grade below “B-”. General honors will be awarded to students with a 3.0 average provided they have no more than one “C” and no grade of C- or below. Honor status will not be conferred if there are any incomplete grades recorded which have not been made up within two weeks following the end of the marking period. Students must also carry at least five (5) academic courses per marking period that earn a term grade.

Example: John Doe has six courses. His grades for this term were
2 A’s, 1 B+, 2 B’s, and 1 C

2 A’s = 2 x 4 =	8.0	Divide sum 19.3 by the number of courses (6)
1 B+ = 1 x 3.3 =	3.3	
2 B’s = 2 x 3 =	6.0	19.3 divided by 6 = 3.2
1 C = 1 x 2 =	<u>2.0</u>	Grade average = 3.2
Sum =	19.3	This student receives honor status

HONOR GRADUATES

Students graduating with honors from Enfield High School may be classified into four categories: valedictorian, salutatorian, high honors, and honors. Honor graduate designation differs from the honor roll in that students have achieved honors in this category cumulatively over a 3 1/2 year period and not just 10 weeks. Selection of graduating seniors for each of the above honor categories is made on the basis of strict mathematical computation of the grade equivalent that determines each student’s rank in class. The grades of all courses taken from the 9th grade through the 2nd term of the 12th grade are taken into consideration when determining these honor designations. The valedictorian is the graduating senior who has attained the highest rank of all seniors in the graduating class. This student has the highest cumulative grade point average throughout their 3 ½ years in high school. The salutatorian is the graduating senior who has earned the second highest rank of all students in the graduating class. This student has the second highest cumulative grade point average throughout their 3 ½ years in high school. High honors are awarded to all seniors who have earned a cumulative grade point average of 3.6 or higher for their high school career. Honors are awarded to all seniors who have earned a cumulative grade point average of 3.0 or higher, but below 3.6 for their high school career.

NATIONAL HONOR SOCIETY

The National Honor Society, a high school organization established and chartered by the National Association of Secondary School Principals in 1921, gives recognition to outstanding students on the basis of scholarship, leadership, service, and character as exhibited in school and in the community. While the principal reserves the right to approve all activities and decisions of the chapter, the advisor is responsible for the day-to-day supervision. The faculty council, which consists of four or more members of the school faculty appointed by the principal, establishes, implements, and reviews selection and dismissal procedures.

CRITERIA FOR MEMBERSHIP:

1. Scholarship Requirement: To be eligible for consideration a student must have a 3.5 cumulative average or better.

2. Eligible students are selected for membership by a majority vote of the faculty council, after consultation with the faculty, on the basis of: (1) leadership, (2) service to the school and community, and (3) character. The Principal, Assistant Principals, and the National Honor Society faculty advisors are not eligible to serve on the faculty council.

INDUCTION INTO THE NATIONAL HONOR SOCIETY:

1. Juniors will be inducted on the basis of their academic records in grades 9 and 10.
2. Seniors will be inducted on the basis of their academic records in grades 9, 10, and 11.

PROGRESS REPORTS (P5120)

Mid-way through each marking period, progress reports will be issued to those students who are not working up to their ability, who are in danger of failing, or are failing, or who are in danger of receiving less than a C– (minus) average. Those students who show a marked improvement in attitude and grades may also receive a positive report.

MARKING TERMS AND PROGRESS REPORT SCHEDULE (subject to change)

<u>Marking Period Dates</u>	<u>Progress Report</u>
M1: August 29 – November 1	P1: Sept. 30
M2: November 2 – January 22	P2: Dec 9
M3: January 29 – April 2	P3: March 3
M4: April 3 – June 4	P4: May 9

Progress Reports/Report Cards issued/available - Approximately 2 weeks after marks close via email and PowerSchool

MID-YEAR/FINAL EXAMINATION SCHEDULES (subject to change)

Mid-year and/or final examinations will be given in each course. The schedules for both the mid-year and final examinations are below. In the event of inclement weather or snow days, the exam schedule may be adjusted accordingly.

Mid-Year Exams: January 23 – January 28

Final-Year Exams: Lsst 5 Days of School

Students truant from an exam will receive a zero for the exam with no make-up allowed.

Students who are legitimately absent from an exam must bring a written excuse, signed by a parent or guardian indicating illness or emergency, to the appropriate assistant principal, in order to be allowed a make-up exam. All students will be expected to take exams during the regularly scheduled days. Parents should plan vacation schedules to take into consideration that school could be in session until June 30 in the event of snow days and other unscheduled closings. It should be understood that if a student misses an exam during the regularly scheduled time, the exam must be taken during the summer.

II. STUDENT DISCIPLINE (P5131)

I. Definitions

- A. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- B. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- C. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- D. **Removal** is the exclusion of a student for a class period of ninety minutes or less.
- A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once. A student may not be removed from class more than six times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- E. **In-School Suspension** means an exclusion from regular classroom activity for no more than five consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- F. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.
- G. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one calendar year.
- H. **School Days** shall mean days when school is in session for students.
- I. **Seriously Disruptive of the Educational Process** means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

- J. Notwithstanding the foregoing, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.
- K. **“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive which:
- causes physical or emotional harm to an individual,
 - places an individual in reasonable fear of physical or emotional harm, or,
 - infringes on the rights and opportunities of an individual at school.

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

- L. **Cyberbullying** – any act of bullying using the internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices, or any electronic communications.

II. Scope of the Student Discipline Policy

A. Conduct on School Grounds or at a School-Sponsored Activity:

Students may be disciplined for conduct on school grounds or at any school-sponsored activity, that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

B. Conduct off School Grounds:

Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the use of drugs, bullying, harassment, hostile environment or emotional/physical harm to any student.

1. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any pistol or revolver, any dirk knife or switch knife having an

automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any sling shot, black jack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length or martial arts weapon as defined below at section VI.B.

III. Actions Leading to Disciplinary Action, including Suspension and/or Expulsion

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

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

substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

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

30. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.
31. Any action prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the school community or school property.

IV. Procedures Governing Suspension

- A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student in grades 3-12 for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In such cases, the following procedures shall be followed.
 1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
 2. Evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal, but only considered in the determination of the length of suspensions.
 3. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and state the cause(s) leading to the suspension.
 4. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal, or designee), offering the parent or guardian an opportunity for a conference to discuss same.
 5. Notice of the original suspension shall be transmitted by the principal or designee to the Superintendent or his/her designee by the close of the school day following the commencement of the suspension.
 6. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.
 7. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school.
 8. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

- B. In cases where the student has already been suspended, or such suspension will result in the student's being suspended, more than ten (10) times or fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or his/her designee and request a formal Board hearing.

V. Procedures Governing In-School Suspension

- A. The principal or designee may impose in-school suspension for students in grades 3-12 in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
- C. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and state the cause(s) leading to the suspension.
- D. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal, or designee), offering the parent or guardian an opportunity for a conference to discuss same.
- E. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

VI. Expulsion Recommendation Procedure

- A. A principal may consider recommendation of expulsion of a student in grades 3-12 in a case where he/she has reason to believe the student has engaged in conduct described at sections IIA. and IIB., above.
- B. A principal must recommend expulsion proceedings in all cases against any student whom the Administration has reason to believe:
 - 1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 USC 921 as amended from time to time; or
 - 2. off school grounds, possessed a firearm as defined in 18 USC 921, in violation of Conn. Gen. Stat. 29-35, or possessed and used a firearm as defined in 18 USC 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under section 952 of the Connecticut General Statutes; or
 - 3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. §21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or

possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

4. The following definitions shall be used in this section:

- a. A "firearm" as defined in 18 USC 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device. As used in this definition, a "destructive device" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than ½" in diameter. The term "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
- b. "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles.
- c. "Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle".
- d. "Martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star.
- e. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any pistol or revolver, any dirk knife or switch knife or any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any sling shot, black jack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length or martial arts weapon as defined above.

B. Upon receipt of an expulsion recommendation, the Superintendent or his/her designee may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board of Education can consider and act upon this recommendation.

VII. Expulsion Hearing Procedure

A. Emergency Exception:

Except in an emergency situation, the Board of Education shall, prior to expelling the student, conduct a hearing to be governed by the procedures outlined herein. Whenever an emergency exists, the hearing provided for above shall be held as soon as possible after the expulsion.

B. Hearing Panel:

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Notice:

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) a reasonable time prior to the time of the hearing.
2. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, and location of the hearing.
 - b. A short, plain description of the conduct alleged by the Administration.
 - c. The student may present as evidence, testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion, as well as notice that the expulsion hearing will be the student's sole opportunity to present such evidence.
 - d. The student may cross-examine witnesses called by the Administration.
 - e. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.
 - f. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) do(es) not speak the English language or is handicapped.
 - g. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

D. Hearing Procedures:

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and Counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.
2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer.
3. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The presiding officer will rule on testimony or evidence as to it being immaterial or irrelevant.
4. The hearing will be conducted in two parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.
5. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
6. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal Counsel and by Board members.
7. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present. If so, the witnesses will be sworn, will testify, and will be subject to cross-examination and to questioning by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross-examination and questioning by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.
8. In cases where the respondent has denied the allegation, the Board must determine whether the respondent committed the offense(s) as charged by the Administration.
9. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider evidence regarding the length and conditions of expulsion.
10. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may ask the Administration for a recommendation as to the discipline to be imposed.
11. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion

may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.

12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent or his/her designee may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
13. The Board shall make findings as to the truth of the charges, if the student has denied them, and, in all cases, the disciplinary action, if any, to be imposed. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing.

VIII. Board Policy Regarding Mandatory Expulsions

- A. In keeping with Conn. Gen. Stat. §10-233d and the Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for: the conduct described in Section VI(B)(1), (2) and (3) of this policy. The Board may modify the term of expulsion on a case-by-case basis.

IX. Alternative Educational Programs for Expelled Students

- A. *Students under sixteen (16) years of age:*

Whenever the Board of Education expels a student under sixteen years of age, it shall offer any such student an alternative educational program.

- B. *Students sixteen (16) to eighteen (18) years of age:*

The Board of Education will provide an alternative education to a sixteen to eighteen-year-old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education, except as follows. The Board of Education is not required to offer an alternative program to any student between the ages of sixteen and eighteen who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity.

- C. *Students eighteen (18) years of age or older:*

The Board of Education is not required to offer an alternative educational program to expelled students eighteen years of age or older.

- D. *Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):*

If the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall offer an alternative educational program to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

X. Notice of Student Expulsion on Cumulative Record

- A. Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

XI. Change of Residence During Expulsion Proceedings

A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The Board shall make its determination based upon a hearing held by the Board which shall be limited to a determination of whether the conduct which was the basis of the expulsion would also warrant expulsion by the Board.

B. *Student moving out of the school district:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”)

A. *Suspension of IDEA students:*

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an “IDEA student”) who has engaged in conduct that violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The Administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy

of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has engaged in conduct that violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. The school district shall immediately convene the IEP team, but in no case later than ten (10) school days after the recommendation for expulsion or the suspension which constitutes a change in placement was made. The student's IEP team shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.

3. If the IEP team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The IEP team shall consider the student's misconduct and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
4. If the IEP team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for expulsion or a suspension that results in a change in placement.

C. *Transfer of IDEA students for Certain Offenses:*

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) calendar days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or

As used in this subsection XIIC., the term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Educational Accommodations under Section 504 of the Rehabilitation Act of 1973

A. *Expulsion of students identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973*

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973 (a "Section 504 Student") who has engaged in conduct that violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.
2. The district shall immediately convene the student's Section 504 team (504 team), for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion, in order to determine whether the student's behavior was a manifestation of his/her disability.
3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The 504 team shall consider the student's misconduct and revise the 504 plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommendation for expulsion.

XIV. Notification to Parents or Guardian

- A. The parents or guardian of any minor student either expelled or suspended or removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of expulsion, suspension or removal from class.
- B. The Superintendent or his/her designee shall forward to the student concerned and his/her parents, or the student if he/she has attained the age of 18, a copy of this Board policy on student discipline at the time the Superintendent or his/her designee sends out the notice that an expulsion hearing will be convened.

XV. An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmissions to the Administration. Students desiring readmission to school shall direct such readmission requests to the Administration. The Administration has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. Compliance with Reporting Requirements

- 1. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- 2. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- 3. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

Revised: June 28, 2016
Adopted: February 23, 2021

ANTI- HAZING POLICY(# 5131.7)

I. Purpose

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

II. General Statement of Policy

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

III. Definitions

“Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a school organization. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to a risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism that subjects a student to stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

IV. Reporting Procedures

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief or conduct, which may constitute hazing, shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the assistant principal, coordinator of athletics, assistant superintendent or to the superintendent.
- C. Parents and/or students are asked to help school officials to detect and respond to any situation that may include hazing. Parents and/or students who observe or have knowledge of hazing practices should report all information to the building principal for investigation.
- D. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances or events that might include hazing. Any

such person who receives a report of, observes, or has other knowledge or belief of conduct, which may constitute hazing, shall inform the building principal immediately.

- E. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

V. School District Action

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

VI. Reprisal

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

VII. Dissemination of Policy

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

Adopted: November 14, 2000

Reviewed: September 22, 2009

Adopted: February 23, 2021

Bullying, Teen Dating Violence Prevention and Intervention

5131.911

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

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

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Examples of Bullying include, but are not limited to:

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

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

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. **creates a hostile environment at school for the victim,**
2. **infringes on the rights of the victim at school, or**
3. **substantially disrupts the education process or the orderly operation of a school, are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.**

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

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

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

2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
3. Requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying and to file a written report not later than two school days after making such an oral report;
4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report, and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation of the results of such investigation and verbally and by electronic mail, that such parents/guardians may refer to the plan language explanation of the rights and remedies posted on the district's website. (available under CGS 10-4a and 10-4b);
9. Requires each school to invite the parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of the students against whom such act of bullying was directed and the policies and procedures in place to prevent further acts of bullying;
10. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
11. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to make such list publicly available; and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

12. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
14. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
15. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying constitute criminal conduct;
16. Prohibits bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
17. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
18. Requires all school employees to annually complete the training required by C.G.S. 10-220a, or 10-222j, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;
19. As required, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, cooperative assistance and approval not later than July 1, 2014; and
20. Requires that not later than thirty calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

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

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances

and damage of bullying and teen dating violence. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222g, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence is likely to occur.
4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully or student who commits teen dating violence, parents and school employees and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings, and individual interventions.
9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

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

District Safe School Climate Coordinator

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

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying and teen dating violence in the schools of the district.
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent to the Department of Education;
4. Respond to bullying and teen dating violence in District schools;
5. Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating violence issues in the District and make recommended changes to the District's safe school climate plan.
6. Successfully complete the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once.)

Safe School Climate Specialist

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

The Specialist in each school shall:

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

Safe School Climate Committee

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

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

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying and teen dating violence;

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

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

Safe School Climate Plan

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

1. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
2. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed to receive prompt notice that such investigation has commenced;
3. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
4. Include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
5. Provide for the inclusion of language in student codes of conduct concerning bullying;

6. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation of the results of such investigation, and verbally and/or by electronic mail, if such parents or guardians electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under C.G.S. 10-4a and 10-4b published on the District's website;
7. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying;
8. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;
9. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
10. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
11. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying or teen dating violence;
12. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying constitute criminal conduct;
13. Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
14. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
15. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

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

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

ANNUAL BULLYING NOTICE

Bullying behavior by any student in the Enfield Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. **"Bullying"** means an act that is direct or indirect and severe, persistent or pervasive which:

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

Bullying shall include, but need not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or physical, mental, 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.

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

Students who engage in any act of bullying or teen dating violence, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

- A. Creates a hostile environment at school for the victim,**
- B. Infringes on the rights of the victim at school, or**
- C. Substantially disrupts the education process or the orderly operation of a school.**

Students and/or parents may file verbal or written complaints concerning suspected bullying or teen dating violence behavior, and students shall be permitted to anonymously report acts of bullying or teen dating violence to school employees. Any report of suspected bullying or teen dating violence behavior will be promptly reviewed. If acts of bullying or teen dating violence are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

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

School _____ **Date** _____

Location(s) _____

Reporter Information:

Anonymous student report	_____	Name _____
Staff Member report	_____	Name _____
Parent/guardian report	_____	Name _____
Student report	_____	Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

For Staff Use Only:

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified: Yes _____ **Yes** _____ **No** _____ **Teen Dating Violence**
Verified? Yes _____ **No** _____

Remedial Action(s) Taken: _____

If Bullying or Teen Dating Violence Verified, Report Sent to Parents of Students?

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

(Attach bullying complaint, or teen dating violence complaint, witness statements, and notification to parents of students involved if bullying/teen dating violence is verified)

Form 2

**VERIFIED ACTS OF BULLYING
IN THE ENFIELD PUBLIC SCHOOL**

Bullying Behavior in the Schools

“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. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with the above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it 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.”

Form 3

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

The Principal of each school shall maintain a list of the number of verified acts of teen dating violence behavior. This list shall be available for public inspection upon request. Given that the determination of teen dating violence may involve repeated acts over time, each report prepared in accordance with the above

that includes verified acts of teen dating violence behavior shall be tallied as one verified act of teen dating violence unless the specific actions that are the subject of the report involve separate and distinct acts of teen dating violence behavior. The list shall be limited to the number of such verified acts of teen dating violence in the school, and shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is considered confidential information by law.

Revised: May 10, 2022

SEXUAL HARASSMENT

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

All reported incidents of sexual harassment will be promptly and thoroughly investigated. (See Policy 5145.41)

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).

Violations on School Grounds or School Activity:

"A student will be in violation of this policy if on a school bus, school grounds, during a school session, anywhere at a school-sponsored activity, or at a school bus stop, he or she is under the influence of alcohol, drugs, steroids, 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 provision and procedures outlined in this Administrative Regulation."

Violations On or Off School Grounds – Felony Arrest or Arrest of a Serious Nature:

"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. Students shall sign an acknowledgement of the requirement that they refrain from such conduct as a condition from participation in athletics or co-curricular activities." This form will become part of the Administrative Regulation and will be distributed to all students involved in activities and will be implemented equally and without prejudice.

USE OF ALCOHOL DETECTION DEVICES

The Enfield Board of Education (BOE) is committed to promoting safe and substance-free school sponsored activities and events both on and off school grounds. The Enfield BOE adopted policy 5145.124 for all students enrolled in our schools and their guests who attend school sponsored activities and events whether conducted on or off school grounds and the students who attend them.

1. No alcoholic or intoxicating beverages of any kind are permitted in any building or at any event or activity authorized by the BOE at any time.
2. The consumption of alcoholic or intoxicating beverages prior to or during any school sponsored event or activity on or off school grounds is strictly prohibited by the BOE.

Therefore, in order to promote a safe environment for our students and their guests at school sponsored and/or Board authorized activities and events, the school administration is authorized to employ the use of both "passive" and/or "active" alcohol detection devices.

(For complete policy information, please see BOE policy #5145.124)

Student Searches

School authorities are authorized to conduct searches of students or their property when reasonable suspicion indicates that a particular student is in possession of an item or a substance that represents a material threat to school routine or is prohibited by Board policy, administrative regulations or by law. Student property shall include, but not be limited to, purses, pockets, bookbags and cars.

DESK AND LOCKER SEARCHES

School lockers and desks are the property of Enfield Public Schools. At no time does the Enfield Public School District relinquish its exclusive control of lockers and desks. School authorities for any reason may conduct periodic general inspections of lockers and desks at any time, without notice, without the user's consent, and without a search warrant. In addition, the board authorizes school and law enforcement officials to search specific student lockers, desks and other school property available for the use of students for the presence of weapons, contraband, and the fruits of a crime if (1) the search is justified at its inception and (2) the search as actually conducted is reasonably related in scope to the circumstances which justified the search in the first place.

A search is justified at its inception when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Reasonable grounds for such a search may include but are not limited to an alert by a dog trained to detect contraband or illegal substances. A search is reasonably related in scope when the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

POLICE SCREENINGS/SEARCHES OF SCHOOL PROPERTY INCLUDING THE USE OF CANINE (K9) TEAMS #1411.1

In an effort to deter violations of school rules and illegal activity on school grounds, the school administration is empowered to call upon the Enfield Police Department to assist it in conducting screenings and/or searches of persons or personal possessions on school property. This may include screening of automobiles and other personal possessions on all school property such as but not limited to lockers, storage areas, and parking areas by the Enfield Police Department's K9 Team. Personal items brought onto school grounds by students, employees, service contractors, and visitors are subject to said screenings which may result in establishing reasonable suspicion or probable cause to conduct a search.

Screenings can be conducted without prior notification to students, employees, service contractors, and visitors. However, the school administration shall annually inform students, employees, and parents of the fact that screenings may occur without prior notice.

Information obtained through such screenings, including an alert through the K9 team, may establish reasonable cause for a subsequent search. Such searches may be conducted by school officials with or without the assistance of the Enfield Police Department, and the scope of the search shall be reasonably related to the object of the search and shall not be excessively intrusive in light of the age and sex of any students involved. Administrative regulations for this policy shall include guidelines for notification to the parent/guardian of any student who becomes the subject of a search as the result of a screening as authorized by this policy.

A Memorandum of Understanding (MOU) between the Enfield Public School system and the Enfield Police Department shall serve as the working guideline for said screenings and searches. The Superintendent is authorized to enter into the MOU on behalf of the Board.

III. Student Responsibilities

Cell Phone and Personal Device Expectations

Overview: Enfield High School prohibits the use of cell phones and other personal smart devices in the classroom during the class period. This is to improve student focus, academic achievement, and well-being. Student misuse of cell phones in the classroom negatively impacts their ability to focus and succeed in the classroom.

Rationale: While technology can be an excellent tool for supporting authentic learning experiences, we are finding that inappropriate use of personal devices can be detrimental to student wellbeing and academic performance.

EHS Cell Phone/Personal Device Rules & Regulations

- ➔ Use of personal cell phones and devices are permitted during passing time and during students' assigned lunch period.
- ➔ Use of personal cell phones, headphones, and other personal devices are not permitted during class time. This includes when the student uses the pass during class time.
- ➔ Personal cell phones and devices should be out of sight during class time.

Attendance Policy P5113

Attendance

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

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

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

Definitions (related to chronic absenteeism)

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

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

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

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

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

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

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

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

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

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

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

requirements; or

2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

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

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

Excused Absences for Children of Service Members

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

Chronic Absenteeism

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

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

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

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

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

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

Dismissal

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

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

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

Revised: January 27, 2021

Additional Information (Grades 9-12)

Since the classroom is the primary area where most learners experience the acquisition of knowledge, it becomes apparent that attendance in class is a valid, reasonable requirement. It is the position of the Board of Education that mandatory attendance by students is required. The following attendance procedures have been developed to encourage students and parent(s)/guardian(s) to minimize absences in order to gain the maximum benefits from daily classroom activities. Students who fail to meet their responsibilities may lose course credit.

I. Attendance to School

1. While the above stated reasons for absences are classified as excused, they will count toward the total number of absences when determining course credit. Suspensions from school do not count towards the total number of absences for loss of credit.
2. Students who are participating in school sponsored activities will be considered present for attendance purposes.
3. Students who exceed eight (8) absences in semester courses, and sixteen (16) absences in yearlong courses, will lose full course credit.

4. At the time of notification, the student will be required to date and sign the warning/loss of credit sheet, indicating the impact of the student's attendance on his/her credits. Notification may be sent home unsigned if the student's absenteeism prevents the student from signing the notification in a timely manner. Students who lose credit as a result of this policy, will be given an opportunity to appear before an Appeals Committee.

The intent of this policy is not to say that a certain number of absences from school or a course are acceptable or allowable.

A. Unexcused Absences

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

1. The absence meets the definition for an excused absence (including documentation requirements);
2. The absence meets the definition of a disciplinary absence;
3. Students who stay out of school for an entire school day without parental or school consent are considered truant.
4. After each truancy, the student will receive a written notification of possible loss of course credit in accordance with the following procedures:
 - a. Upon the student's first truancy from school or from an individual class, the student shall be issued a written warning that an additional truancy from school or from the specified class, will result in a loss of $\frac{1}{4}$ credit in any classes from which the student was truant. The student shall be required to sign this notification. Notification may be sent home unsigned if the student's absenteeism prevents the student from signing the notification in a timely manner. The student shall be provided a copy of this notification. Additional copies shall be maintained in the student's records.
 - b. Upon the student's second truancy from school or from an individual class, the student shall be issued a written notification that he/she has lost $\frac{1}{4}$ credit in any classes from which the student was truant. The student shall be required to sign this notification. Notification may be sent home unsigned if the student's absenteeism prevents the student from signing the notification in a timely manner. The student shall be provided a copy of this notification. Additional copies shall be maintained in the student's records.
 - c. A similar pattern of warnings and credit losses will be followed for subsequent truanies. A third truancy from school or from a specified class will result in a warning for potential loss of credit. A fourth truancy from school or from a specified class will result in an additional loss of credit.
5. These absences will also count towards the total number of absences under the attendance policy.
6. Students will receive a zero (0) for all schoolwork on the day of truancy.

B. Participation in After-School Activities

1. Students who are absent and/or suspended (ISS/OSS) from school will not be allowed to participate in any after school activity on the day of the absence.
2. Students absent on Fridays will not participate in Friday or weekend events.
3. At the discretion of the Building Principal, or the Principal's designee, tardy students who have established a pattern of tardiness, may be suspended from after school activities for that day.
 - a. A pattern of tardiness shall be defined as three or more unexcused tardies in a given marking period.
 - b. Students who have established a pattern of tardiness are to be warned that continued tardiness would result in suspension from after school activities before such suspensions are to take place.
 - c. The decision of the Building Principal or the Principal's designee is final.
 - d. The Principal or the Principal's designee is to notify the student's coach or activity advisor of such a suspension.

C. Class Attendance

A. Tardiness to Class

1. Excused Tardies to Class
 - a. Students who arrive late to class are expected to obtain a pass from a teacher or administrator, excusing their tardiness.
 - b. Students have up to 24 hours to secure an official pass for the tardiness; otherwise it will be considered an unexcused tardy to class.
2. Unexcused Tardies to Class
 - a. Unexcused tardies to class will be treated as part of the attendance policy.
 - b. Every two (2) unexcused tardies will be the equivalent of one (1) absence from class and will be included in the total number of absences that cannot be exceeded in order to gain course credit.
 - c. Students who arrive to class after the mid-point of the period without a pass excusing their tardiness, will be charged with an unexcused absence.
 - d. Students will be subject to disciplinary action for each unexcused tardy in the form of teacher detention, office detention or possible suspension from school.
 - e. Teachers will notify parent(s)/guardian(s) when a student is developing a pattern of habitual tardiness to class.

B. Unexcused Absences from Class

1. Students who deliberately miss class will be subject to disciplinary action in the form of administrative detention and possible suspension from school.
2. Students will receive a zero (0) for all schoolwork missed.
3. Unexcused absences from class will result in possible loss of course credit in accordance with Section I, Part A, Item 2.

4. These absences are also included in the total accumulated per class.

C. Dismissals from School

1. Included here are classes missed when a student has an early dismissal. The only acceptable reasons for leaving school early are those stated in the section dealing with excused absences from school.
2. Dismissals from class due to activities such as field trips, band lessons, and other school sponsored activities, will not count towards the total number of course absences.

II. Appeal Procedure

- A. Any student who has lost credit as a result of any portion of the attendance policy may request from his/her Assistant Principal, a hearing for the purpose of restoring the credit.
- B. The student may meet with his/her school counselor and submit a written explanation for the reason(s) why the credit should be restored.
- C. The completed request form is to be returned to the student's Assistant Principal no less than five (5) school days before the end of the quarter. Appeals filed after that date; will not be heard unless the student was notified of his/her loss of credit after that date. In such cases, students are to file their appeals to the Appeals Committee during that quarter.
- D. An Appeals Committee will meet at the end of each semester. The voting members of the Appeals Committee will consist of an administrator, a guidance counselor (or a neutral teacher), and a neutral teacher.
- E. The Appeals Committee may re-instate credit for absences in excess of ten (8) for semester courses, twenty (16) for yearlong courses, or for unexcused absences.
 1. Re-instatement of credit may only be granted when the excessive or unexcused absenteeism is the result of extraordinary circumstances.
 2. The Appeals Committee may grant waivers on a conditional basis, requiring changes in student behaviors to validate the waiver.
- F. The student and parent(s)/guardian(s) will have the opportunity to present all corroborating information in support of the appeal at the hearing.
- G. The Appeals Committee will render a decision within three (3) school days after the conclusion of the hearing and so notify the parent(s)/guardian(s) and student of the decision in writing.
- H. The decision of the Appeals Committee panel is final.

III. Credit Loss/Restoration

- A. Students who lose course credit due to the attendance policy may be permitted to remain in the course and receive a grade for the following purposes: to maintain full-time student status, G.P.A. computation, eligibility for summer school, eligibility for extracurricular activities and for the student's transcript.

- B. Credit lost due to the attendance policy may be restored by one of the following methods:
1. Repeat the course during the school year.
 2. Attend summer school (provided summer school requirements are satisfied).
 3. Repeat the course during the summer at an approved college.

IV. The Board of Education recognizes the seriousness of absenteeism and authorizes the Superintendent of Schools to develop administrative regulations to implement this policy.

Credit Recovery

Credit recovery is generally offered, on a case-by-case basis, to certain students entering at least their third year of high school. This program allows students an opportunity earn credit(s) by completing courses via an online platform, taught by certified teachers, who teach the lessons through video and engaging activities. Most students working on credit recovery will be scheduled into the “CR Lab” during 1 or more of their 8 scheduled classes.

Credit Recovery Guidelines

- Students may only take a credit recovery course after attempting the course for the entire duration at least one time and not earning credit.
 - Students who do not earn credit in a Semester 2 or yearlong course may not start credit recovery until the following school year or during summer programming, if offered.
- Students will be graded based on their scores on activities, labs, quizzes, and assessments in the platform.
- Students who have already failed the course will have both the failed grade and the credit recovery grade included on the transcript. Both grades will be factored into the student’s career GPA.
- Students who are enrolled in a credit recovery course will only receive a final grade (they will not receive marking term grades).
 - a. If completed over the summer, then the grade will be included on the prior school year’s report card. This will be factored into the student’s prior year GPA and career GPA.
 - b. If completed during the school year, then the grade will be included on that school year’s report card, and will be factored into the student’s year and career GPA. (Again, this grade will not impact marking term GPA)
- Students planning on participating in college athletics at the D1 or D2 level must share this information with their CR Lab teacher and school counselor, to ensure courses taken in the Credit Recovery Lab are approved by the NCAA Clearing House.

STUDENT DRIVING AND PARKING PRIVILEGES

Students who hold a valid license and desire to drive their personal vehicle to school must apply for a parking permit. Applications will be made available in the Assistant Principal’s office beginning the first week of school. Completed applications with the accompanying fee should be returned to the Assistant Principal’s office for administrative approval. Students whose parking application has been approved are welcome to drive their cars to school, provided they comply with parking regulations. It should be kept in mind that the privilege of parking can and will be taken from students who do not operate their car according to the regulations listed below.

The following rules have been established to protect the operator or the car and the pedestrian on school premises.

1. All vehicles parked on school grounds must display an official parking permit. The cost of a parking tag is **\$35.00 for the full year**. This parking permit and registration information must be renewed every year. If paying by check, please make the check out to Enfield High School.
2. Students must park in a defined parking space (not outside lines or in fire lanes or in handicapped areas, etc.) in the student parking lot only. Students are not permitted to park in any area reserved for staff or visitors. **SIGNS ARE POSTED IN UNAUTHORIZED AREAS-VEHICLE WILL BE TOWED AT THE OWNER'S EXPENSE.**
3. Students judged to be driving recklessly on school property will forfeit all driving privileges. Reckless driving may also result in suspension from school for up to ten days.
4. Cars must always be operated in a safe manner; the speed limit on school grounds is 10 M.P.H.
5. Loitering in automobiles or parking lot before, during, or after school is prohibited.
6. No car may leave the parking area until the driver's last scheduled class (senior privileges are the exception). Using a vehicle to leave school grounds without permission will result in loss of parking permit in addition to disciplinary action. Unless they have school business, students should not drive or park on school premises after they have left for the day.
7. In order to ensure the safety of vehicles and their contents, **NO STUDENT** is allowed in the parking lot during school hours. Students seen in the parking lot without administrative approval will be subject to disciplinary action.
8. Students who have excessive tardiness to school will have parking privileges revoked.
9. Students whose grade point average is below a 1.7 (C-) may lose driving privileges.
10. The parking permit must be displayed at all times while the vehicle is on school property. Failure to display your parking permit may result in revocation of the permit.
11. Buses have the right of way.
12. Students must refrain from smoking in their cars as long as the cars are on school property.
13. Students are not to use their own transportation to attend courses and/or practices offered at other schools, (i.e., Asnuntuck, Enfield H.S., etc). unless given written parent/administration authorization and are expected to utilize transportation provided by the Enfield Public Schools.
14. School administrators may search your vehicle while it is on school grounds if they have reasonable suspicion that a search will yield evidence that school rules or policy have been violated.

FAILURE TO COMPLY WITH THE ABOVE REGULATIONS WILL RESULT IN DISCIPLINARY ACTIONS IN ADDITION TO THE LOSS OF PARKING PRIVILEGES ON SCHOOL GROUNDS. IN ADDITION, THE POLICE DEPARTMENT WILL ENFORCE THE PARKING POLICY BY ISSUING PARKING TICKETS. AFTER THE SECOND OFFENSE A STATE INFRACTION WILL BE ISSUED.

DRESS CODE 5132.

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

- 4) Damages school property;
 - 5) Is contrary to law.
2. Restrictions on freedom of dress and adornment may not:
 - A. Reflect discrimination as to civil rights;
 - B. Enforce particular codes of morality or religious tenets.
 3. The Superintendent of Schools shall develop administrative regulations with respect to student dress through cooperative planning with staff, students and parents. Such regulations would be subject to approval by the Board of Education.

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

EHS Dress Expectations:

Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school personnel or is disruptive to school operations and the education process in general.

1. Students must wear clothing including both a shirt with pants or a skirt, a dress, or the equivalent.
2. Clothing must cover undergarments, genitals, buttocks, and breasts.
3. No see-through clothing.
4. Clothing with rips/frays must provide adequate coverage and must cover undergarments.
5. Hats and other headwear must allow the face to be visible to staff and not interfere with the line of sight of any student or staff.
6. If a student elects to wear a medical mask over their mouth and nose, the rest of their face and head must be visible to staff.
7. No sunglasses.
8. Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
9. Clothing may not depict pornography, nudity, or sexual acts.
10. Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
11. Clothing that explicitly endorses violence will not be permitted.
12. Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, shop and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

EHS administration reserves the right to make the final decision on items not listed consistent with EPS policy.

Violations of the dress code may result in disciplinary consequences and subsequent violations will result in progressive disciplinary consequences.

Tobacco/E-Cigarette Use by Students

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products by students in any school building or school vehicle at any time or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel. Such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Tobacco includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering systems or vapor product, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose, and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar actions are treated consistently

*In addition to possible school consequences, if the infraction occurs within the school building, the police will issue an "Infraction Ticket" which carries a fine for students 16 years of age or older. If the student is under 16, a referral form to Juvenile Review Board will be issued.

For the purpose of clarification, anyone holding or smoking any lighted smoking materials will be in violation of this policy

FOOD/BEVERAGES

Students have the opportunity to purchase breakfast between 7:10AM – 7:20AM and a school prepared lunch during their assigned lunch wave. Students who choose not to eat the school prepared meals are welcome to bring their own lunch from home with them when arriving in the morning. Students are not allowed to have food deliveries during the school day by outside companies. Seniors with lunch privileges are prohibited from bringing back lunch for other students. In the event a student forgets their lunch, we may make an exception to allow a parent to drop it off. In this case, the student will have to pick up the lunch in the Welcome Center during their assigned lunch wave. However, this should be the rare exception and not a common practice. We encourage students to bring a reusable water bottle to school, as we have water stations throughout the building. Students with food allergens or special dietary needs should immediately contact the nurses' office for further instruction. In an effort to prevent the exposure to food allergies the following activities are prohibited:

- a. Meal/snack swapping and utensil swapping among students during lunch and all other school sponsored events;
- b. Eating or drinking on school buses;
- c. Eating or drinking in non-authorized areas of the school building or grounds by students, parents, and visitors (ex. eating in the hallways and restrooms are examples of non-authorized locations).

CAFETERIA

This school offers a variety of lunch programs including a hot lunch, cold lunch and fast food lunch.

1. Students may sit anywhere in the cafeteria. There are no assigned seats. When finished with lunch, each student will properly dispose of the cutlery, trash and trays.
2. Any student responsible for vandalizing school cafeteria furniture may be suspended and responsible for restitution.

BUS CONDUCT RULES

As stated in the bus transportation policy of the Enfield Board of Education (513.1), 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 waiting 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.

Alternative forms of Transportation

Biking, skateboarding, roller blading, etc. are not allowed on school property and/or parking lots except for the sole purpose of transporting oneself to and from school. Use of appropriate alternative methods of transporting oneself to school must be operated in a safe manner when on school property. Students must not speed and should offer walkers the right of way.

STUDENT ACCOUNTABILITY FOR LOST OR DAMAGED SCHOOL PROPERTY

School property should receive the same care as personal belongings. All textbooks and equipment issued to students must be returned in good condition. Normal wear and tear of textbooks and equipment is expected. However, if a student loses or misuses school property, the teacher will issue an accountability form for the material lost or damaged. Students will also be held accountable for any damage done to the school building or property.

Students will not receive report cards or other services, which would ordinarily be furnished by the school, until all financial responsibilities have been cleared. Seniors will jeopardize their graduation if all their financial responsibilities have not been cleared.

Locks, Lockers and Desks

Upon request students will be provided with a lock and locker so that books and other valuables can be stored safely. Always keep your locker locked and do not share your locker.

1. Since students have a personal locker and lock, they will be responsible for their own belongings. Be sure that the locker is kept locked. The school is not liable for lost articles. This includes all gym lockers.
2. Students are responsible for the locks issued to them. If lost, students must pay \$10.00 for a replacement. Use of padlocks not issued by the school is not permitted.
3. Please keep lockers clean.
4. Lockers must be emptied at the end of the school year by the student. Anything left in the locker at the close of the school year will be removed and discarded. Padlocks must also be removed and taken home.

OUTSIDE GUESTS/VISITORS

Outside visitors (including alumnae) are **NOT** allowed to visit during school hours. Parents visiting the school for meetings, appointments, PPT's, etc., must first report to the Welcome Center. Extenuating circumstances may dictate exceptions by the administration.

iPad Responsibilities

Reference iPad student handbook

IV. STUDENT ACTIVITIES

ELIGIBILITY – EXTRACURRICULAR ACTIVITIES/ATHLETICS (Admin Reg #6145)

1. Eligibility for extracurricular activities shall be based on the date that the **REPORT CARDS ARE ISSUED**. It is expected that report cards will be issued to students at a date not later than ten (10) school days following the close of the marking period.
 - A. To participate in extracurricular activities, a student must satisfy all of the following requirements:
 - 1) At the end of marking periods 1, 2, and 3
 - Maintain a minimum average of 1.7 (C-) for that marking period.
 - Earn not more than 1 failing grade (F) and/or incomplete (IN).
 - Successfully pass at least four courses at the end of each marking period
(Students must be enrolled in at least five academic courses that earn a term grade, unless an exception is approved by the administration)
 - The student must be a good school citizen and a worthy representative of Enfield Public Schools. Accumulated school discipline, poor attendance, or other evidence of poor citizenship will, as determined by the building principal, render a student ineligible.
 - 2) At the end of the school year (Fall Eligibility)
 - Maintain a minimum average of 1.7 (C-) in all final grades (including Semester 1 courses, Semester 2 courses, and full year courses).
 - Earn a minimum of 4.5 credits in the previous school year.
 - The student must be a good school citizen and a worthy representative of Enfield Public Schools. Accumulated school discipline, poor attendance, or other evidence of poor citizenship will, as determined by the building principal, render a student ineligible.
 - B. Students may participate, that is, practice with their team or club at the close of the marking period, but will not be declared eligible to compete/perform until report cards are issued.
 - C. **Summer School:**
Course grades may be improved by attending courses offered during summer school. It is recommended that ineligible students take advantage of all summer school options. All conditions set forth in the Board of Education policy regulating approved summer school programs will apply.
 - D. **Course Consideration:**
All courses taken by the student will be considered in the computation of the grade point average for eligibility purposes.

STUDENT ACTIVITIES - CATEGORIES

2. Activities **NOT** affected by Academic Eligibility Requirements:
 - A. **“Required”** activities directly related to classroom goal:
 - Bands – Marching & Jazz Ensemble
 - Chorus
 - Distributive Education Club (D.E.C.A.)
 - B. **“Voluntary”** activities directly related to classroom goals:
 - C. Activities considered one-time affairs and/or social in nature:
 - Dances – formal/informal
 - Spectator – athletic events, shows, concerts, etc.
3. Activities that **ARE** affected by Academic Eligibility Requirements:
 - Athletic Teams(Varsity, Junior Varsity, Freshmen)

- Ski Club
- Buzz Robotics
- Drama

INTERSCHOLASTIC ATHLETICS

One of the objectives of High School is to have a well-rounded athletic program. Permanent values, such as fair play, loyalties, teamwork, resourcefulness, determination, leadership, only to mention a few, are gained from a sound athletic program. Every student is encouraged to participate in one or more sports on the Freshmen, Junior Varsity, or Varsity level.

FALL

Cross Country
Field Hockey
Football
Soccer
Swimming (G)
Volleyball (G)
Cheerleading

WINTER

Basketball
Ice Hockey
Swimming (B)
Wrestling
Indoor Track
Cheerleading

SPRING

Baseball
Golf
Softball
Tennis
Track & Field
Volleyball (B)
Lacrosse

Spectator Conduct at Athletic Events

Conduct at Games – We want our fans to be loud and proud to be Eagles. We have one rule to follow, CHEER FOR US.

- Consider this as your warning for appropriate behavior.
- You will be directed to leave if your “cheering” includes but is not limited to the following:
 - Any vulgar or inappropriate language
 - Any language directed at the opponents including names and/or numbers
 - Any chant that singles out any group
 - Any verbal altercation with opposing fans

If you are removed from one event, you will be banned from attending future sporting events until a meeting is held with the student, parent, school administrator and athletic director. Following this meeting, the length of ban will be determined. If allowed back, a second occurrence would result in removal from all future events for the school year.

Spectator Privilege

Attending events as a spectator is a fun privilege granted to EHS students, not an unlimited right. Students must be in good standing at school in order to attend events. Failure to follow these expectations at school may lead to a student being excluded from attending events as a spectator. Any attempt to attend an event after the privilege has been revoked may result in further disciplinary action. Below are some of the reasons a student could be excluded from attending an event:

- School discipline that occurs during the week will result in the loss of the privilege to attend events for that week. (Ex. ADMIN lunch detention and/or ADMIN after-school detention)
- Serving ISS or OSS will result in the loss of the privilege to attend events for that week.
- Absence from school will result in loss of the privilege to attend events for that day.

Prom/Dance Privilege

Enfield High School sponsors dances (Ex. Junior Prom, Senior Prom) throughout the school year. These events are fun opportunities for students to enjoy their classmates outside of the classroom environment. Attending school sponsored dance events for Enfield High School or any other school is not an unlimited right granted to the student. Therefore, students must be in good standing at school in

order to attend dances. Failure to follow expectations at school may lead to a student being excluded from attending dances. Any attempt to attend an event after the privilege has been revoked may result in further disciplinary action. The administration has the right to accept or deny ANY student requesting to attend the dance. Below are some general rules of what will keep a student from attending any dance as a guest. “Guest” refers to any EHS student attending another school’s dance or an EHS student attending a EHS prom that is not sponsored by their graduating class.

1. Student has accumulated 5 or more days of suspension for the current school year.
2. Student is serving a day of suspension on the day of the event, or the day before if held on the weekend.
3. Absence from school will result in loss of the privilege to attend events for that day. Students absent on Fridays will not be allowed to attend in Friday or weekend events.

Homecoming Dance Privilege

Our annual Homecoming Dance is held in the fall and is one of the first opportunities of the school year for students to gather socially. The administration has the right to accept or deny any student requesting to attend the dance. Below are some general rules of what will keep a student from attending the Homecoming Dance.

1. The student has 1 or more days of suspension (ISS or OSS) prior to the dance.
2. The student has skipped any class prior to the dance.
3. Accumulation of not meeting school expectations.
4. Absence from school will result in loss of the privilege to attend events for that day. Students absent on Fridays will not be allowed to attend in Friday or weekend events.

STUDENT GOVERNMENT

Class Officers

Students have the opportunity to serve their class by running for election to one of the following positions: President, Vice-President, Secretary, Treasurer, or Historian. Class officers will serve a two-year term (starting with elections in the fall of 2024), except for the Historian, who will serve a four-year term. Elections will be held in the fall for the incoming freshman class, and the spring for the current sophomores. Any student in good academic standing (with a minimum cumulative GPA of 2.3) and good behavioral standing may run for an elected office.

POSTERS AND ADVERTISING MATERIAL IN THE SCHOOL

Posters and other advertising material of non-school agencies will not be displayed or distributed in the Enfield Public Schools without prior approval of the Superintendent of Schools. The only exceptions to this policy will be those sponsored by the P.T.A., P.T.O., or Booster Club organizations.

Any literature or material must have the approval of the high school administration before it can be posted in the school. All posters will be approved in Mr. Murray’s office. No student may pass out literature during school hours or during passing between classes.

V. SCHOOL SERVICES

Enfield High School Library

The EHS Library is open Monday through Friday from 7:10 a.m. to 2:30 p.m. Computers are available for educational purposes to those who have signed the Acceptable Use Policy. Computer use is monitored. Examples of non-educational use not allowed in the EHS Library include games (computers, board, cards), online shopping, or watching non-educational videos. Students are expected to put cell phones away while in the library with their classes.

The EHS Library collection includes resources (book & online) supporting the curriculum. Photocopiers and printers are available to support student work and research projects.

Circulation Information

Students use their ID Cards to check out materials and are responsible for any items checked out in their names.

- Books may be signed out for a three-week circulation period and may be renewed if needed.
- Reference books & magazines do not circulate.
- Overdue notices are sent to students via school email.
- Overdue library material must be returned or paid for before students can receive diplomas.

Admittance to the EHS Library from a Class

Any student excused from class to visit the library MUST have a pass from the teacher of that class.

Procedures

The EHS Library welcomes academic activity. Students are expected to be working on schoolwork and projects while in the library. Because of the potential for damage, food and drink are NOT ALLOWED in the library at any time.

iPad Help

The EHS Library is one of the places in school where students can go to get help with their iPads. Students are required to have passes from their teacher if they are being sent out of class to the library to get iPad help.

Lost or Damaged Library Material

Students will be assessed the replacement cost of any lost or damaged materials. Whether materials are damaged beyond repair will be determined by the Library Media Specialist.

SCHOOL COUNSELING DEPARTMENT

Students are encouraged to seek the services of the school counselors. They are available for educational, vocational, or personal counseling, and for information. Each student is assigned a school counselor. However, any student may at his/her discretion make an appointment with any member of the counseling staff. Appointments may be made at any time with the receptionist in the guidance office. No appointments will be made during class time. Some areas in which students will find school counselors most helpful are:

peer relationships

college selection

adult relationships

testing and interpretation

school achievement

high school curriculum

course selection

vocational/occupational planning

Resource materials are available in the guidance office and career center including books, pamphlets, and catalogues for college and occupational planning. Software programs such as Naviance are used by counselors to assist students with performing college, career, and scholarship searches as well as with

setting goals and completing career interest inventories. Seminars in career and college information are offered throughout the year by the counseling staff. Career Days, meetings with college admissions representatives, Financial Aid and FAFSA completion support sessions, and a Junior Planning Night event are also sponsored by the Enfield High School Counseling Department for students and parents at various points throughout the school year.

STATEMENT OF CONFIDENTIALITY

Enfield High School Guidance Departments follow the Ethical Standards of American Association of Counseling and Development.

These standards state in part that 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 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.

CHANGE OF COURSE PROCEDURES

Course changes create a disruption to the learning process and an imbalance in class sizes. Students must select courses with extreme care. Giving this matter the serious consideration it deserves will ensure the selection of a meaningful course of studies and thus eliminate the need for course changes. Details for necessary changes are available in the Program of Studies issued to each student.

SUICIDE/PREVENTION/INTERVENTION #5140.3

The Enfield Board of Education recognizes that suicide has become a major cause of death among young people and, consequently, is a concern to this school system and the community it serves. The Board recognizes that suicide is a complex issue and that, while the school may recognize potentially suicidal youth, it cannot make clinical assessment of risk and provide in-depth counseling, but must notify the parent or guardian who will be provided with a list of appropriate resources for such an evaluation.

Therefore, any school employee who may have knowledge of a suicide threat must take the proper steps to report this information to the school principal or his/her designee.

CHILD ABUSE/NEGLECT #5140.1

The Enfield Public School District (the "District") shall comply with the Connecticut General Statutes regarding child abuse and neglect by requiring all personnel employed by the school system to report any incident where there is a reasonable cause to suspect child abuse, neglect or risk of abuse of a child to the designated authority.

In order to assure that the above policy is fully implemented, employees must follow Administrative Regulation 5140.1 and the District requires that:

1. All personnel fully comply with all requirements of the General Statutes and with regulations promulgated by the Commissioner of Children and Families with respect to the reporting of any incident where there is reasonable cause to suspect abuse or neglect of a child in accordance with the administrative procedures of the District;
2. All personnel fully comply with all the requirements of the General Statutes and Regulations promulgated by the Director of the Office of Protection and Advocacy for persons with disabilities with respect to the reporting of incidents where there is reasonable cause to suspect abuse or neglect of mentally retarded students between the ages of 18 and 21 in accordance with the administrative procedures of the District;

3. All personnel cooperate fully with the investigation of suspected abuse and neglect by the Department of Children and Families (DCF), a law enforcement agency, and/or the Office of Protection and Advocacy for persons with disabilities, and with all court proceedings involving suspected abuse and neglect;
4. Such mandated reporting requirements of the general statutes and the administrative regulations regarding reporting be appropriately reviewed with all professional and paraprofessional personnel who are mandated reporters, and with school personnel who are not mandated reporters (e.g., secretaries, maintenance, cafeteria, and transportation staff) at periodic intervals;
5. Any student suspected of having been abused or neglected who is in need of health care attention shall be provided such health care to the same extent it would be provided to any other child in need of such care and;
6. All personnel treat all cases of suspected abuse and neglect with full consideration of the privacy of students and families, and will maintain appropriate confidentiality within the limitations of federal and state laws and local policy.

HEALTH SERVICES

Students who become ill while in school are to go to the school nurse for help and not to the lavatory. The following rules pertain to visits to the nurse's office.

1. Unless it is an emergency, secure permission from the teacher before going to the nurses' office.
2. In an emergency, report directly to the nurses' office.
3. The length of time a student may stay in the nurses' office will be at the nurses' discretion. If illness is prolonged, the student may be sent home.
4. Before a student is permitted to go home, a parent must be contacted either by the nurse or Assistant Principal's office.
5. New enrollees registering must have proof of immunization prior to starting; please contact the school nurse for requirements.
6. New enrollees must submit a completed blue, State physical form within 30 days of registering. For those enrolling from out of state, the physical must have been completed within the past year.
7. All sophomores must have a physical done by their physician, and the student must submit to the nurse the completed blue, State of Connecticut physical form. Students playing a sport must have a physical every year and must submit the form to the nurse in order to qualify to play their respective sport.
8. Any medication that must be taken in school must have the proper medical form filled out and signed by the doctor/dentist and signed by the parent before it can be taken in school under the supervision of the school nurse. Contact the school nurse for proper forms. Refer to Administration of Medication Policy #5145.

The school health service does not replace the medical services rendered by the family physician in the diagnosis and treatment of disease.

SCHOOL ACCIDENT INSURANCE

Parents/guardians will have an opportunity to purchase voluntary student Accident Insurance for their children. Student Accident Insurance helps ease concerns by providing benefits for injuries that occur during school hours and/or school sponsored activities. Information and enrollment forms about Accident Insurance can be found on our website www.enfieldschools.org under the Parent Support heading; look for Health & Insurance and then click on Student Accident insurance.

VI. MISCELLANEOUS

STUDENT RECORDS

Both parents and students should be aware of the following guidelines related to student records.

- A) **Directory Information** - The Enfield Board of Education shall give annual notice during the first week of each school year, and individually as students enroll during the remainder of each school year, that the items listed below are considered “directory information”. Such items will be released by the school at the discretion of the Superintendent of Schools, without further comment, unless the parent informs the principal of the student’s school, in writing, within two weeks of notification, any or all items he/she does not wish to be released, without prior written consent.

The Enfield Public Schools define the following as “directory information”:

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

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

B. **Parent Rights** – parents and eligible students (those 18 years or older) have the right to:

1. Inspect and review the student’s education records.
2. Request the amendment of the student’s education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of a student’s privacy rights or other rights.
3. Consent to disclosure of personally identifiable information contained in the student’s education record, except to the extent that the Family Educational Rights & Privacy Act regulation authorize disclosure without consent
4. File with the U.S. Department of Education a complaint concerning alleged failures by the Enfield Public Schools to comply with the federal regulations
5. Obtain a copy of the Enfield Public Schools policies for student education records. Copies of these policies are located in the office of the Superintendent of Schools and in the Principal’s office of each school of the district.

C. **Record Retention Policy** – For the purpose of complying with Sec. 10-15b of the Conn. General Statutes, student data is classified as Category A, B, or C and has different time-lines for the destruction of records.

CATEGORY A – records are kept for 50 years and include:

Name, address, date of birth
Attendance dates
Name of parents, address, phone number
Academic work and level of achievement

CATEGORY B – information is data needed to formulate educational programs for students, but not absolutely necessary over an indefinite period of time. Included in this category may be:

Standardized test scores
Speech and hearing evaluations
Individual diagnostic reading tests

CATEGORY C – includes verified information necessary for the formulation of prescriptive plans designed to meet the unique needs of selected students. These would include:

Health Records
Psychological reports
School Social Work summaries
Reports of serious recurrent behavior patterns

Planning & Placement Team findings

Category B & C records shall be destroyed after the data are no longer relevant for the provision of educational services to the child; and, in no event shall they be retained beyond six (6) years following their graduation or the graduation of the class to which he/she belonged.

The Enfield Public Schools annually notify the public of intent to destroy B & C records so that those wishing them may request same prior to destruction (via local newspapers during June).

EMERGENCY PROCEDURES

SHELTER IN PLACE:

When conditions are safer inside the building than outside, the following procedures will be adopted in case of SHELTER IN PLACE:

1. Usher students into the school expeditiously
2. Listen for additional instructions
3. In severe weather environment: proceed to interior rooms or basement, away from windows. If not possible, sit in an interior hallway, with your back to the west; your head down and hands covering your head.
4. In a possible hazardous materials release: return to the classroom, close and seal all windows and doors, and shut off ventilation system

EVACUATE SCHOOL

When conditions are safer outside, than inside the building, the following procedures will be adopted in case of EVACUATE SCHOOL:

1. Give students explicit directions on evacuation process.
2. Close all doors and windows.
3. If Bomb Threat: **DO NOT** use cell phone and do not initiate radio communications.
4. Immediately direct all students out of classroom to pre-designated fire exit(s). Count students as they exit classroom & at staging area. No stops at locker or bathroom.
5. Exit building & guide students to predetermined safe area.
6. Take attendance and report to your Zone leader any missing students/staff, or additional students/staff.

SECURE SCHOOL

When suspicious activity, crime, a medical emergency, severe weather, or imminent environmental hazard has been reported in the area of the school. Procedures will be reviewed with staff and students.

LOCKDOWN (IMMINENT DANGER)

If extreme life-threatening danger is perceived as imminent. Procedures will be reviewed with staff and students.

PEST MANAGEMENT PROGRAM #3512

1.0 Administration

- 1.1 The Superintendent is responsible for the overall program. Principals are responsible for their schools.
- 1.2 A Pest Management Coordinator shall be appointed to assist the Superintendent in developing an Integrated Pest Management Program in all the schools. The Coordinator's Position Description shall require that she/he develop administrative procedures to implement this Board Policy, to define regulatory compliance, and to distribute information to the schools.

Please refer to Board Policy #3512 for more information.

Asbestos Management Plan

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

If you have any questions regarding the Asbestos Management Plan, please do not hesitate to contact the Enfield Public Schools, School Facilities Department, Telephone 272-3510.

SCIENCE CLASSROOM DISSECTION (Excerpt)

“The Enfield Board of Education endorses the dissection experience as a valuable method of instruction for learning the relation of anatomy to function in the study of organisms; however, the educational needs of the student who is determined to have a conscientious objection to dissection will be addressed on an individual basis through alternative assignments.” (See Board Policy 6144).

HEALTH EDUCATION – EXEMPTIONS #6164.1

Aids Education (Ref: General Statute 10-19(b))

The Enfield Public Schools will offer systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) as part of the system-wide Health Education Program.

Upon the written request of a parent or guardian, exemption will be granted from instruction in this area of Health Education.

Family Life Education (Ref: General Statute 10-16(e))

The Enfield Public Schools will offer systematic instruction in Health Education, which may include Family Life Education, in grades K-12 as part of a system-wide program.

Upon the written request of a parent or guardian, exemption will be granted from any Family Life Education instruction that, in the opinion of the parent or guardian, is deemed objectionable.

Nondiscrimination – Title IX

5145.4

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 School or his designated agent as Title IX Coordinator.

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

Title IX and Title VI	<u>Andrew Longey</u> <i>Name</i>	<u>860-253-6533</u> <i>Telephone Number</i>
Section 504	<u>Julie Carroll</u> <i>Name</i>	<u>860-253-4709</u> <i>Telephone Number</i>

Academic Integrity Agreement

At Enfield High School our mission is to foster responsible citizens. We believe that the cornerstone of responsibility is the demonstration of a high level of academic integrity. Students are expected to be honest. Cheating in any manner or plagiarism will not be tolerated. Students who use another student's work compromise their integrity and will receive consequences for that behavior. No student has the right to plagiarize or to copy or imitate the language, ideas, and/or thoughts of another author. No student has the right to pass this work off as their own. Similarly, no student has the right to copy or steal another student's work. Students who choose to cheat or plagiarize will be subject to academic and/or behavioral consequences. Repeat offenders will lose credit in the course if their grade drops below passing. Students and parents will be required to sign off on this agreement.

Computer Network and/or Internet Student Acceptable Use Agreement

6141.321

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

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

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

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

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

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

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

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

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

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

Surveys of Students (Student Privacy)

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

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

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

Note: The term "survey" includes an evaluation.

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

1. political affiliations or beliefs of the student or the student's parent;

2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
(For complete policy information, refer to BOE policy 6162.51)