



# **STUDENT HANDBOOK**

## **2020 - 2021**

### **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

*\*Due to COVID-19, the student handbook is subject to change\**

**ENFIELD PUBLIC SCHOOLS BOARD OF EDUCATION**

Mr. Walter Kruzel, Chairman  
Mrs. Wendy Costa, Vice Chairman  
Ms. Tina LeBlanc, Secretary  
Mrs. Joyce P. Hall  
Mr. Jonathan LeBlanc  
Mr. Scott Ryder  
Mr. Bill Salazar  
Mrs. Stacy L. Thurston

**ENFIELD PUBLIC SCHOOLS**  
**Enfield, Connecticut**

**0521**

**Mission - Goals - Objectives**

**Equal Opportunity - Nondiscrimination**

The President and the Congress of the United States and the State of Connecticut have enacted laws and issued directives affirming their intent to protect and grant equal opportunity, to all employees and students. Also, the federal government and the State of Connecticut have enacted and enforced laws regarding the equality of employment and equality of opportunity in education.

The Board of Education reaffirms its policy of equal educational opportunity for all students and prohibits discrimination because of race, color, religious creed, age, marital status, national origin, ancestry, genetic information, sex, sexual orientation, gender identity or expression, learning disability, intellectual disability and mental disability or physical disability in district educational programs and activities, including, but not limited to course offerings, athletic programs, guidance and counseling, and tests and procedures. The District provides equal access to the Boy Scouts and other designated youth groups. To the maximum extent possible an intensive affirmative action program shall be an integral part of an educational policies and programs.

The Board of Education also reaffirms its policy of equal employment opportunity for all persons and to prohibit discrimination in employment because of race, color, religious creed, age, marital status, national origin, sex, sexual orientation, including gender identity/expression, ancestry, present or past history of mental disorder, mental retardation, pregnancy, or physical disability except in the case of a bona fide occupational qualification or need. Sexual harassment shall not influence employment decisions, nor shall decisions be influenced, affected or determined on the basis of membership in or holding of office in an employee association or union. This policy shall be relevant to every aspect of employment not limited to but including upgrading, demotion or transfer, recruitment and/or recruitment advertising, layoff or termination, rates of pay, other forms of compensation including fringe benefits, employment selection or selection for training and apprenticeships, promotion or tenure.

These statements shall be made available to all present and future employees and students.

(cf. 4112/4212 - Nondiscrimination)

(cf. 6121 - Nondiscrimination in Instruction)

Legal Reference: Connecticut General Statutes

10-153 Discrimination on account of marital status. (as amended by PA 11-55 to include gender identity or expression)

46a-60 Discriminatory employment practices prohibited.

Legal Reference: Connecticut General Statutes (continued)

Federal Law

Title VII of the Civil Rights Act 1964

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008

*Chalk v. The United States District Court of Central California.*

The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Title IX of the Education Amendments of 1972.

Civil Rights Act of 1987.

Public Law 111-256

*Meacham v. Knolls Atomic Power Laboratory* 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

*Federal Express Corporation v. Holowecki* 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

*Kentucky Retirement Systems v. EEOC* 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

*Sprint/United Management Co. v. Mendelsohn* 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Policy Adopted: November 28, 2017

**REPORT FORM FOR COMPLAINTS OF DISCRIMINATION**

Complainant: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Home Phone: \_\_\_\_\_  
School Building: \_\_\_\_\_  
Date of Alleged Incident(s): \_\_\_\_\_

Alleged harassment was based on: (Check all that apply.)

- Race       Color       National Origin       Gender Identity or Expression  
 Gender       Disability       Religion  
 Ancestry       Age       Sexual Orientation

Name of person you believe violated the District's nondiscrimination policy:  
\_\_\_\_\_

If the alleged discrimination was directed against another person, identify the other person:  
\_\_\_\_\_

Describe the incident as clearly as possible, including any verbal statements (i.e., threats, derogatory remarks, demands, etc.) and any actions or activities. Attach additional pages if necessary:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When and where incident occurred: \_\_\_\_\_

List any witnesses who were present: \_\_\_\_\_  
\_\_\_\_\_

**This complaint is based on my honest belief that \_\_\_\_\_ has discriminated against me or another person. I certify that the information provided in this complaint is true, correct and complete to the best of my knowledge.**

\_\_\_\_\_  
Complainant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received By

\_\_\_\_\_  
Date

**ENFIELD PUBLIC SCHOOLS  
Enfield, Connecticut  
Non-Discrimination Notice**

The Enfield Public Schools does not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973.

The Enfield Public Schools does not discriminate on the basis of race, color, religion, national/ethnic origin, age, sex, sexual orientation, gender identity or expression, or disability in its programs, activities, and employment practices. Equal access is provided to the Boy Scouts and other designated youth groups.

The following individuals are coordinators for Title IX (sex discrimination), Title VI (race, creed and color) and Section 504 (disabled):

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>

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**ENFIELD PUBLIC SCHOOLS**  
**Enfield, Connecticut**

**Discrimination Grievance Form**

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, religion, national origin, ancestry, sex, sexual orientation, gender identity or expression, marital status, disability or equal access to the Boy Scouts and other designated youth groups may discuss and/or file a grievance with either of the Civil Rights Coordinators of the Enfield Public Schools. Reporting should take place within 40 calendar days of the alleged discrimination. Civil Rights Coordinators:

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>

Name of Presenter/Complainant: \_\_\_\_\_

Employee \_\_\_\_\_ Employment Applicant \_\_\_\_\_ Student \_\_\_\_\_ Parent/Guardian \_\_\_\_\_

Home address \_\_\_\_\_

Phone \_\_\_\_\_ Date of Claim \_\_\_\_\_ Date of Incident \_\_\_\_\_

1. Statement of Incident/Issue (include all pertinent information: who, how, where, when, how often, feelings, witness).
2. Please attach any additional information/documentation as necessary.

---

Signature of Presenter: \_\_\_\_\_

Signature of Civil Rights Coordinator: \_\_\_\_\_

Date Received: \_\_\_\_\_

*Forms are available from either of the Civil Rights Coordinators, Administrators and Guidance Offices.*

**Enfield High School  
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.

**ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT**

**COMPUTER NETWORK AND/OR INTERNET  
STUDENT ACCEPTABLE USE AGREEMENT POLICY**

**6141.32**

The Board of Education provides computers/devices, 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/devices, 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/devices remain under the control, custody and supervision of the Enfield Public Schools. Enfield Public Schools reserves the right to monitor all computers/devices and Internet activity by students. Students have no expectation of privacy in their use of school issued computers/devices.

Each student authorized to access the school district's computers/devices, 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 Web site 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/devices, 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.

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**Enfield High School**

**ADMINISTRATION**

Mr. Christopher Drezek, Superintendent of Schools  
Mr. Andrew Longey, Assistant Superintendent of Schools

Ms. Erin Clark, Principal  
Mr. Connell Clark, Assistant Principal  
Mrs. Laura Gagnon, Assistant Principal

**TELEPHONE NUMBERS**

Enfield High School	253-5540
Principal – Ms. Erin Clark	763-8804
Secretary – Mrs. Mary Beth Lamagna	
Assistant Principal – Mr. Connell Clark - (10 <sup>th</sup> and 12 <sup>th</sup> grade)	253-5549
Secretary – Mrs. Holly Moyer	
Assistant Principal – Mrs. Laura Gagnon – (9 <sup>th</sup> and 11 <sup>th</sup> grade)	253-8849
Secretary – Mrs. Lynda MacIntosh	
Dean of Students 9 <sup>th</sup> grade –Ms. Altressa Cox-Blackwell	763-8801
Secretary – Mrs. Ellen Smith	
Dean of Students 10 <sup>th</sup> grade – Mr. David White	763-5547
Secretary – Mrs. Ashley Evans	
Dean of Students 11 <sup>th</sup> grade – Mrs. Patricia Nelson	763-8802
Secretary – Mrs. Allison Aikins	
Dean of Students 12 <sup>th</sup> grade – Mr. Matthew Murray	763-8822
Secretary – Mrs. Lisa Parkman	
School Nurses	
Mrs. Alyssa Lord	763-8829
Mrs. Jessica Spera	763-8830
School Counseling Office	253-5550
Report an Absence	253-5540
District Website <a href="http://www.enfieldschools.org">www.enfieldschools.org</a>	

# Enfield Public Schools 2020/21 School Calendar Updated 07-29-20



**Staff Professional Learning (PL) Days**

August 31
September 1
October 13
November 3
February 12
February 16

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

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

**Staff Professional Learning (PL) & Early Release Days with Lunch**

September 30	
October 28	
December 9	Color Code
January 27	Full Day PL
March 17	Half Day PL
April 28	Elem. Conf. &
May 26	6-12 Half Day PL

AUGUST - 0 Days							SEPTEMBER - 17 Days						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
						1			<1>	2	3	4	5
2	3	4	5	6	7	8	6	[7]	*8*	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30>			
30	<31>												

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

**Two Hour Delay Hours**  
Cancelled - Integr. Pre-K-KAM  
12:15 - 2:46 - Integr. Pre-K-KAM  
10:20 - 2:46 - PK STEAM Acad.  
11:00 - 12:30 - Head Start Part Day  
10:00 - 4:00 - Head Start Full Day  
10:30 - 8:30 - Head Start Full Day

10:55 - 8:21 - K-2  
10:40 - 8:06 - 3-5  
9:48 - 2:36 - 6-8  
9:26 - 2:02 - 9-12  
9:30 - 1:30 - Eagle Academy

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

**Three Hour Delay Hours**  
Cancelled - Integr. Pre-K-KAM  
Cancelled - Integr. Pre-K-KAM  
Cancelled - PK STEAM Acad.  
Cancelled - All Head Start Programs

11:55 - 8:21 - K-2  
11:40 - 8:06 - 3-5  
10:48 - 2:36 - 6-8  
10:26 - 2:02 - 9-12  
10:30 - 1:30 - Eagle Academy

[12] Columbus Day Observed - NS  
<13> Staff PL - NS  
28> K-12 Early Release & Staff PL

<3> Election Day & Staff PL - NS  
4 & 5 - K-5 Evening Elementary Conf.  
10>&12> K-5 Early Rel. Elem. After. Con  
10>&12> 6-12 Early Rel & Staff PL  
[11] Veteran's Day - NS  
16 - 6-8 Evening Conferences  
18 - 6-8 Afternoon Conferences  
19 - 9-12 Evening Conferences  
25> Early Release Day  
[26 - 27] Thanksgiving Break - NS

8 - 9-12 Evening Conferences  
9> K-12 Early Release & Staff PL  
23> Early Release Day  
[24-31] Christmas Vacation - NS

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

**Early Release Days with Lunch**  
8:20 - 10:55 - Integr. Pre-K-KAM  
Cancelled - Integr. Pre-K-KAM  
8:20 - 12:15 - PK STEAM Acad.  
9:00 - 10:30 - Head Start Part Day  
8:00 - 10:55 - Head Start Full Day  
8:30 - 10:55 - Head Start Full Day

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

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

No Out-of-Town Buses  
Cancelled - Integr. Pre-K-KAM  
Cancelled - Integr. Pre-K-KAM  
Cancelled - PK STEAM Academy  
Cancelled - All Head Start Programs

8:55 - 11:50 - K-2  
8:40 - 11:35 - 3-5  
7:48 - 11:00 - 6-8  
7:26 - 10:20 - 9-12  
7:30 - 10:30 - Eagle Academy

[1] New Year's Day - NS  
[18] MLK Day - NS  
27> K-12 Early Release & Staff PL

<12> Staff PL - NS  
[15] President's Day - NS  
<16> Staff PL - NS

17> K-12 Early Release & Staff PL

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

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

**Firm Graduation Date:**  
June 23, 2021 (185th day)

Approved: 02-11-20  
Revised: 07-29-20

[2] Good Friday - NS  
[12 - 16] Spring Vacation - NS  
28> K-12 Early Release & Staff PL

26> K-12 Early Release & Staff PL  
[31] Memorial Day Observed - N/S

\*16\* - 178th Student Day  
22\* - 185th Student Day - EHS Graduation

## **SCHOOL CANCELLATION/DELAYED OPENING**

### **ANNOUNCEMENTS**

In the event of no school, or delayed opening, broadcasts over local radio stations will begin at about 6:30 a.m. and continue at regular intervals. In addition, the district will send out a robo-call ASAP. You may also call the Snow Line at 253-5170. Athletic event cancellations will be available at 253-6524.

For a two-hour delay, school will start at 9:26 a.m. and will end at 2:02 p.m.

For a three-hour delay, school will start at 10:26 a.m. and will end at 2:02 p.m.

## **I. REQUIREMENTS FOR GRADUATION #6146**

### **REQUIREMENTS FOR GRADUATION**

A graduate of the Enfield Public Schools must have earned a minimum of 24 credits, must have met the established credit distribution requirement, and must have earned a 1.7 (C-) average for all courses required for graduation. **Beginning with the class of 2023**, a graduate of the Enfield Public Schools must have earned a minimum of 25 credits, must have met the established credit distribution, and must have earned a 1.7 (C-) average for all courses required for graduation. In accordance with Connecticut General Statutes, students must also meet additional performance standards in literacy, numeracy, and science, with the goal of improving learning for every student.

### **MINIMUM CREDITS, COURSE REQUIREMENTS, AND PERFORMANCE STANDARDS**

#### ***Classes of 2021, and 2022***

**Credits and Required Courses:** 24 Credits Required

- English 4 Credits
- Mathematics 4 Credits  
(**must include Algebra 1, unless successfully taken in middle school, and Geometry**)
- Science 3 Credits  
(**3 credits must be in one of the NGSS pathways, as defined in the Program of Studies**)
- Social Studies consisting of: 3 Credits
  - (1) Credit—Modern World History
  - (1) Credit – US History or AP US History
  - (½) Credit – Civics in Action or AP Comparative Government and Politics\*
  - (½) Credit – Foundations of Government or AP US Government and Politics\*

\*AP Comparative Government and Politics and AP US Government and Politics were only offered as 0.5 credit options in the 2018-2019 school year. Beginning in the 2019-2020 school year, AP US Government and Politics will become a full-year, one credit course, and earning one credit in this course can replace these two ½ credit requirements.
- Arts or Vocational Education\*\* 1 Credit

- Physical Education/Health Education 2 Credits
- Electives 7 Credits

\*\*This credit may be taken in any one or a combination of the following areas: Business, Art, Music, Technology Education, and Family and Consumer Sciences.

***Beginning with the Class of 2023 and beyond***

**Credits and Required Courses: 25 Credits Required**

Commencing with the graduating class of 2023 and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than:

- (9) credits in the humanities (English, social studies, and fine arts), including civics and the arts
  - (9) credits in science, technology, engineering, and mathematics
  - (1) credit in physical education and wellness
  - (1) credit in health and safety education
  - (1) credit in world languages
  - (1) credit mastery-based diploma assessment
- 
- English 4 Credits
  - Mathematics 4 Credits  
**(must include Algebra 1, unless successfully taken in middle school, and Geometry)**
  - Science 3 Credits  
**(3 credits must be in one of the NGSS pathways, as defined in the Program of Studies)**
  - Social Studies consisting of: 3 Credits
    - (1) Credit—Modern World History
    - (1) Credit – US History or AP US History
    - (½) Credit – Civics in Action\*
    - (½) Credit – Foundations of Government\*

\*Earning 1 credit in AP US Government and Politics can replace these two ½ credit requirements.
  - Fine Arts (Music and/or Visual Arts) 0.5 Credit
    - Physical Education/Health Education 2 Credits
    - World Language 1 Credit
    - Electives 6.5 Credits  
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.
    - Mastery-Based Diploma Assessment 1 Credit  
To satisfy this credit, students must earn one credit in a course designated with an “M” in the EHS Program of Studies (these courses will be designated beginning with the POS for the 2021-2022 school year); these courses are to be taken in a student’s junior or senior year. To earn the additional 1 credit designated for the mastery-based diploma assessment, students will meet specified requirements and showcase a year’s worth of

work that addresses one of the EHS Priority Learning Expectations. Additional criteria will be outlined in the course description in the POS.

**Performance Standards:**

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

**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, students 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 Administrative Regulation 6146.

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

1. In order to meet the numeracy performance standard, students must achieve one of the following:
  - a) A Math SAT score of 480 or 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 Administrative Regulation 6146.

**C. Science Performance Standard** – Students shall, prior to the completion of their senior year, demonstrate 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; or



- 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 Administrative Regulations 6146.

**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 of the required courses.

Only students who have met all of 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 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 1<sup>st</sup>. In cases where students transfer after February 1<sup>st</sup>, 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 and NGSS 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 performance 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.

**COLLEGE/DISTANCE LEARNING CREDIT**

The Board of Education has approved an additional method for earning credits toward high school graduation. Students may be able to earn a maximum of **two** credits from a community college, vocational/technical program or an approved/accredited distance learning program. In order to apply these credits to high school graduation, students must obtain permission **prior** to enrolling in these alternative programs. See your school counselor for additional information.

**PROMOTION AND RETENTION**

Students at Enfield High School are expected to earn at least 6.0 credits each school year. We review students for promotion at three junctures in their high school careers:

- First, at the end of their 9<sup>th</sup> 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 10<sup>th</sup> 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 16.5 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 16.5 credits and has the potential to earn 24 or 25 (Class of 2023 and beyond) credits necessary to graduate from Enfield High School.

### **SUMMER SCHOOL**

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 guidance counselor.

### **HIGHLIGHTS OF BOARD. SUMMER SCHOOL POLICY: 6174**

- 11.C.2. Enrollment and credit for any summer school course taken in Enfield or in a neighboring community must receive the prior approval of the student’s guidance counselor or building administrator.
- 11.C.3. Summer school courses, unless otherwise stated, will be treated as a level 3 course for G.P.A. computational purposes.
- 11.C.4. No more than 50% of the total credits needed in a required subject area for graduation may be accrued in summer school.
- III.A.2. Students must have been enrolled for the entire course and achieved a course average of 50 or a grade of 50 on the final exam during the regular school year to enroll in a summer school course.
- III.A.3. Credit for any summer school course will be awarded only to the amount lost in any individual school year.
- III.A.5. 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 G.P.A.
- III.B.3. Computation of a new G.P.A. using the final grade achieved in summer school will be at the discretion of the student.
- III.C.3. Courses taken at college will be granted high school credit on an equal basis, but not to exceed a total of two credits.
- III.C.5. Any enrichment course will not replace any required course nor can it be applied toward the number of credits required for graduation.
- IV.C. More than one absence will result in loss of credit or dismissal without refund, subject to appeal. If a student is late to class by ten minutes or more, it will be recorded as tardy. Three tardies will be considered as an absence.
- IV.E. A final exam must be taken at the conclusion of all summer school courses and will account for up to 20 percent of the final grade. The final exam will be comparable in difficulty and scope as that given during the regular school year. The final exam must be approved by the appropriate department chairperson(s).

In any generic course, a comparable final exam is to be used.

## **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	High Honors
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	Honors
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**

Rank in class for all students are computed by compiling grades on a cumulative basis over the period of time from grade 9 through the 1<sup>st</sup> 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 accorded students achieving a 3.6 average or better with no grade below “B-”. General honors will be accorded 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 four subjects per marking period.

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

$$\begin{array}{r} 2 \text{ A's} = 2 \times 4 = 8.0 \\ 1 \text{ B+} = 1 \times 3.3 = 3.3 \\ 2 \text{ B's} = 2 \times 3 = 6.0 \\ 1 \text{ C} = 1 \times 2 = \underline{2.0} \\ \text{Sum} = 19.3 \end{array}$$

Divide sum 19.3 by the number of courses (6)

$$19.3 \text{ divided by } 6 = 3.2$$

Grade average = 3.2

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 9<sup>th</sup> grade through the 2<sup>nd</sup> term of the 12<sup>th</sup> 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 1/2 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 1/2 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, Deans, 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**

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**

<u>Marking Period Dates</u>	<u>Interim/Progress Report</u>
M1: September 8 – November 19	P1: Oct. 16
M2: November 20 – February 2	P2: Dec. 23
M3: February 3 – April 8	P3: Mar. 9
M4: April 9 – June 16	P4: May 14

Progress Reports/Report Cards issued - Approximately 2 weeks after marks close.

### **MID-YEAR/FINAL EXAMINATION SCHEDULES**

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-Terms: TBD

Final Exams: TBD

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.

### **STUDENT DISCIPLINE**

**5131.**

#### 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** – repeated use by one or more students of a written, verbal, or electronic communication such as cyberbullying, or a physical act or gesture repeatedly directed at another student in the same school district that:
  - a. causes physical or emotional harm to the student or damage to the student’s property;
  - b. places the student in reasonable fear of harm to himself or herself, or of damage to the student’s property;
  - c. creates a hostile environment at school for such student (bullying among students is sufficiently severe and pervasive as to alter the conditions of the school climate);
  - d. infringes on the rights of the student at school, or
  - e. substantially disrupts the educational process or the orderly operation of a school.



Bullying explicitly includes, but is not limited to:

A written, verbal, or electronic communications, or physical acts or gestures that are based on any actual or perceived differentiating characteristics, such as race, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who 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:**

1. 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.

2. 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.

#### **Legal References:**

##### **Connecticut General Statutes:**

4-177 - 4-180                      **Contested cases. Notice. Record.**  
10-233a - 10-233e                **Suspension and expulsion of students.**  
10-233f                              **In-school suspension of students.**  
**Packer v. Board of Education of the Town of Thomaston, 246 Conn.89 (1998).**  
**Public Act 98-139**

##### **Federal law:**

**Honig v. Doe, (United States Supreme Court 1988)**  
**Individuals with Disabilities Act, 20 U.S.C. 1400 et seq. as amended by the Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17). Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a)**

## **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.

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

**5131.9**

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

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

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

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

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

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

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

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

- (1) Enable students to anonymously report acts of bullying, teen dating violence to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying, teen dating violence;
- (3) require school employees who witness acts of bullying, teen dating violence or receive reports of bullying, teen dating violence to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, teen dating violence, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying, teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this section;



- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying, teen dating violence;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying, teen dating violence;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying, teen dating violence and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- (9) require each school to invite the parents or guardians of a student who commits any verified act of bullying, teen dating violence and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying, teen dating violence;
- (10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying, teen dating violence in such school and to maintain a list of the number of verified acts of bullying, teen dating violence in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education
- (11) direct the development of case-by-case interventions for addressing repeated incidents of bullying, teen dating violence against a single individual or recurrently perpetrated bullying, teen dating violence incidents by the same individual that may include both counseling and discipline;
- (12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying, teen dating violence;
- (13) direct the development of student safety support plans for students against whom an act of bullying, teen dating violence was directed that address safety measures the school will take to protect such students against further acts of bullying, teen dating violence;
- (14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying, teen dating violence constitute criminal conduct;
- (15) prohibit bullying, teen dating violence (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying, teen dating violence (i) creates a hostile environment at school for the student against whom such bullying, teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying, teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

- (16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- (17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

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

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

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

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f; Policy Revised:May 12, 2015

## **SAFE SCHOOL CLIMATE PLAN**

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

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

### **I. Prohibition Against Bullying, Teen Dating Violence and Retaliation**

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

### **II. Definition of Bullying**

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

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

### III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;
- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who

engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

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

#### IV. Leadership and Administrative Responsibilities

##### A. Safe School Climate Coordinator

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

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

##### B. Safe School Climate Specialist

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

#### **V. Development and Review of Safe School Climate Plan**

- A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) implement the provisions of the school security and safety plan, if applicable, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, 4) review and amend school policies relating to bullying; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees and parents/guardians on issues relating to bullying; 7) collaborate with the Coordinator in the collection of data regarding bullying; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

#### **VI. Procedures for Reporting and Investigating Complaints of Bullying**

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe

School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

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

## **VII. Responding to Verified Acts of Bullying**

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the

parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.

- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

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

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

## **VIII. Teen Dating Violence**

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



## **IX. Documentation and Maintenance of Log**

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

## **X. Other Prevention and Intervention Strategies**

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

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

i. Non-disciplinary interventions

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

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

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

ii. Disciplinary interventions

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

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

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

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

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

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

iv. General Prevention and Intervention Strategies

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

- a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere;
- q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

## **XI. Improving School Climate**

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

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

## **XII. Annual Notice and Training**

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

## **XIII. School Climate Assessments**

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

**Legal References:**

Conn. Gen. Stat. § 10-222d

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

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

Public Act 14-172, “An Act Concerning Improving Employment Opportunities Through  
Education And Ensuring Safe School Climates”

Public Act 14-232, “An Act Concerning The Review And Approval Of Safe School Climate  
Plans By The Department Of Education And A Student Safety Hotline Feasibility Study”

Public Act 14-234, “An Act Concerning Domestic Violence and Sexual Assault”

**Adopted: January 24, 2012**

**Revised: May 12, 2015**



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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

\_\_\_\_\_

Was the report verbal or written?

\_\_\_\_\_

**Proposed Solution:**

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Signature of Reporter	Date Submitted	Received By	Date Received
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Adopted: January 24, 2012  
Revised: March 27, 2012  
Revised: May 12, 2015







ENFIELD PUBLIC SCHOOLS

REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use Only: \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Location(s) \_\_\_\_\_

Reporter Information:

Anonymous student report \_\_\_\_\_

Staff Member report \_\_\_\_\_ Name \_\_\_\_\_

Parent/Guardian report \_\_\_\_\_ Name \_\_\_\_\_

Student report \_\_\_\_\_ Name \_\_\_\_\_

Student Reported as Committing Act: \_\_\_\_\_

Student Reported as Victim: \_\_\_\_\_

Description of Alleged Act(s): \_\_\_\_\_

Time and Place: \_\_\_\_\_

Names of Potential Witnesses: \_\_\_\_\_

Action of Reporter: \_\_\_\_\_

Administrative Investigation Notes (use separate sheet if necessary):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Bullying Verified? Yes \_\_\_ No \_\_\_

**Remedial Action(s) Taken:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

**Date of Meetings:**

\_\_\_\_\_  
\_\_\_\_\_

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

Y      N

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

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



ENFIELD PUBLIC SCHOOLS

Report of Bullying/Consent to Release Student Information

Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

School: \_\_\_\_\_

To Parent/Guardian:

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

*(Please check one):*

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

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

\_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (Please print)

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



### **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)

### **DESK AND LOCKER SEARCHES**

School lockers and desks are the property of the 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.

**ENFIELD BOARD OF EDUCATION  
ENFIELD, CONNECTICUT**

**Students**

**5113**

**Attendance Policy K-12**

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

Experience indicates that regular school attendance is important for school success. These regulations reflect our belief that classroom learning activities are an essential part of the curriculum for all students and are intended to reduce tardiness and absence from class.

The Connecticut Board of Education adopted new definitions for an absence to be considered excused (see table below). It is important to note that while the first nine absences in a school year can be deemed excused for any reason the parent or guardian provides, the tenth and each subsequent absence establish a more stringent and specific set of reasons for the absence to qualify as excused.

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

The State Board of Education defines two levels of criteria for an absence to be considered an excused absence (see table below).

<b>Level</b>	<b>Total # of Days Absent*</b>	<b>Acceptable Reasons for a Student Absence to be Considered Excused</b>	<b>Documentation Required Within 10 Days</b>
1	One through nine	<ul style="list-style-type: none"> <li>Any reason that the student’s parent or guardian approves.</li> </ul>	Parent or guardian note or phone call
2	Ten and above	<ul style="list-style-type: none"> <li>Student illness (<i>Note: to be deemed excused, an appropriately licensed medical professional must verify all</i>). The lack of transportation that is normally provided by a district other than the one the student attends (parental documentation is not required for this reason).</li> </ul>	Parent or guardian note and in some cases additional documentation (see details of specific reason).
2 (cont.)	Ten and above	<ul style="list-style-type: none"> <li>Student’s observance of a religious holiday.</li> <li>Death in the student’s family or other emergency beyond the control of the</li> </ul>	Parent or guardian note and in some cases additional



		<p>student's family.</p> <ul style="list-style-type: none"> <li>• Mandated court appearances (additional documentation required).</li> <li>• The lack of transportation that is normally provided by a district other than the one the student attends (parental documentation is not required for this reason).</li> <li>• Extraordinary education opportunities pre-approved by district administrators. (Opportunities must meet certain criteria. See below for details).</li> </ul>	documentation (see details of specific reason).
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\* *Note: The total number of days absent includes both excused and unexcused absences.*

### Definitions

**“In attendance”** shall mean a student if present at his/her assigned school/class, or an activity sponsored by the school (ex. 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.

**“Absence”** means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.

**“Truant”** shall mean a student a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

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

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

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

### Attendance Policy K-12

#### Excused Absences (Grades K - 12)

A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes 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. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
  - 1. student illness (**Note:** all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
  - 2. student's observance of a religious holiday;
  - 3. death in the student's family or other emergency beyond the control of the student's family;
  - 4. mandated court appearances (additional documentation required);
  - 5. the lack of transportation that is normally provided by 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 in accordance with Connecticut State Department of Education guidance.

### **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:

#### **Chronic Absenteeism (Continued)**

- 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 when it becomes available. *(SDE to develop by 1/1/16.)*

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.)*

### **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);  
or
2. the absence meets the definition of a disciplinary absence.

### **Responsibilities of the School Community**

#### **Student:**

- Report to school on time (Grades K-12)
- Follow the procedure for excused absences (Grades K-12)
- Report to class on time (Grades 6-12)
- Make-up work due to absence

#### **Family:**

- Call the appropriate school office to indicate that your child will be absent within 48 hours in order to avoid the legal ramifications of truancy (Call Dean Secretary or 860.253.5540 and follow prompts)
- Provide the school with updated and accurate contact information for parents/guardians and for emergency contacts
- Stress the importance of regular school attendance with your child
- Monitor attendance in the Enfield Public School database (HAC)
- Have your child complete all missed work
- Schedule appointments after school hours
- Limit vacation to scheduled school vacations

- Contact the main office of the school to initiate a review of your child’s absences
- Refer to grade appropriate Student-Family Handbook for detailed procedures

**School:**

- Keep accurate attendance records, including a record of calls or notes regarding absences or tardiness
- Notify parent/guardian of any absences from school (based on accurate contact information provided in PowerSchool)
- District attendance letters to parents as indicated below:
 

-5 <sup>th</sup> absence	letter #1
-10 <sup>th</sup> absence	letter #2
-After the 10 <sup>th</sup> absence	letter #2 every 5 <sup>th</sup> absence (ex. 15 <sup>th</sup> , 20 <sup>th</sup> , 25 <sup>th</sup> etc.)
- High School administration will notify parent(s)/guardian(s) by mail as follows:
 

a. Semester Courses:	5 <sup>th</sup> absence – warning
	11 <sup>th</sup> absence – loss of credit
b. Yearlong Courses:	10 <sup>th</sup> absence – warning
	21 <sup>st</sup> absence – loss of credit
- Take all actions necessary to ensure the success of the students which may include parent/guardian conferences, counseling and the use of community services to address student needs
- Publish attendance procedures in the Student-Family/Faculty Handbook

**Community:**

- Encourage and verify regular school attendance as a prerequisite of student employment
- Encourage area businesses to refrain from allowing students to congregate during school hours
- Do all that is possible under current law to ensure that all students attend school regularly

**Early Dismissal from School (Grades K-12)**

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

**Tardy to School (Grades K-12)**

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

## **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 ten (10) absences in semester courses, and twenty (20) 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 trancies. 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 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 guidance 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 least quarterly. 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 (10) for semester courses, twenty (20) 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.

Legal Reference	Connecticut General Statutes 10-220(c) Duties of boards of education (as amended by PA 15-225) 10-184 Duties of parents (as amended by PA 98-243 and PA 00-157) 10-185 Penalty 10-198a Policies and procedures concerning truants (as amended by PA11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee) 10-198b State Board of Education to define “excused absence,” “unexcused absence,” and “disciplinary absence” 10-198c Attendance review teams. 10-198d Chronic absenteeism (as amended by PA 17-14) 45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225) 10-199 through 10-202 Attendance, truancy - in general <i>Action taken by State Board of Education on January 2, 2008, to define “attendance.”</i> <i>Action taken by State Board of Education on June 27, 2012, to define “excused” and “unexcused” absences.</i> PA 17-14 An Act Implementing the Recommendations of the Department of Education
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Policy Adopted:	September 11, 1979
Effective:	September 24, 1979
Amended:	August 25, 1981
Amended:	June 16, 1986
Effective:	September 1, 1986
Amended:	July 10, 1989
Amended:	December 11, 1990
Amended:	May 9, 1995
Revised:	May 11, 2004
Revised:	February 22, 2011
Revised:	October 23, 2012
Revised:	June 14, 2016
Revised:	May 26, 2020



## **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. 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.**
2. 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.
3. Cars must always be operated in a safe manner; the speed limit on school grounds is 10 M.P.H. Such reckless actions as "burning rubber" and speeding are prohibited.
4. Loitering in automobiles or parking lot before, during, or after school is prohibited.
5. 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.
6. In order to insure 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.
7. Students who have excessive tardiness to school will have parking privileges revoked.
8. Students whose grade point average is below a 1.7 (C-) may lose driving privileges.
9. 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.
10. Buses have the right of way.
11. Students must refrain from smoking in their cars as long as the cars are on school property.
12. 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.
13. 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 (*i.e. attire that promotes alcohol, drugs, sex, violence, or unnecessarily exposes excessive amounts of skin*);
    - 2) Disrupts the educational process;
    - 3) Constitutes a safety or health hazard for the student or those around the student (Masks are required for students making it difficult to identify students wearing hats; therefore, hats are no longer allowed. Other examples are visors, hoods, etc.);
    - 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**

**DISCIPLINARY ACTION**

Students who fail to comply with this regulation will be subject to disciplinary action. The administration will impose disciplinary action based upon specific facts of each case. Typical penalties for infractions are as follows:

<u>First offense:</u>	Warning and corrective measures which may include a review of these student dress requirements.
<u>Second offense:</u>	Detention and parent notification.
<u>Third offense:</u>	One day of suspension.
<u>Fourth offense:</u>	Three days of suspension.
<u>Subsequent offenses:</u>	Five days of suspension.

The dress code policy is in effect during the academic school day. That means that a student, upon arrival to school, should observe the dress code restrictions from the time of entry into the school building in the morning until his/her departure from the building.

### **SMOKING POLICY**

The Enfield Board of Education is committed to maintaining and improving the health and well-being of students; because medical research shows that smoking poses a significant risk to the health of the smoker and non-smoker; and because the Board of Education accepts the educational principles that one teaches best by example, the Board of Education adopts the following policy for all students.

1. Chewing of tobacco or like substance, or smoking of any kind is not permitted in any building or transportation vehicle under the direction of the Board of Education at any time.
2. Possession of any smoking material, chewing tobacco or any tobacco-like substance, of any kind, is prohibited in any building or transportation vehicle under the direction of the Board of Education at any time.
3. Chewing of tobacco or like substance or smoking of any kind is prohibited on school grounds when school is in session from 5:00 a.m. until 5:00 p.m.
4. Possession of any smoking material, chewing tobacco or the like, of any kind, is prohibited on school grounds when school is in session from 5:00 a.m. until 5:00 p.m. Such materials will be confiscated and may be recovered by a parent. A second offense will be considered defiance.

\*In accordance with this policy, the following disciplinary action will be taken by the administration:

1<sup>st</sup> offense - Three (3) days of suspension

2<sup>nd</sup> offense - Five (5) days of suspension

3<sup>rd</sup> offense - Ten (10) days of suspension

\*In addition to a suspension, if the infraction occurs within the school building, the police will issue an "Infraction Ticket" which carries a \$50.00 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**

The Enfield Board of Education has developed a new policy (5141.25) to better accommodate our students with special dietary needs and food allergens. We believe that all students, through accommodations where required, shall have the opportunity to participate fully in all school programs and activities.

In an effort to prevent the exposure to food allergens 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.

Students with food allergens or special dietary needs should immediately contact the nurses' office for further instruction.

(For complete policy information, please see BOE policy #5141.25)

### **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.

### **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.

### **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.

Payments for lost books will be made according to the following guidelines:

1 <sup>st</sup> year .....	90% of cost	3 <sup>rd</sup> year .....	60% of cost
2 <sup>nd</sup> year .....	75% of cost	4 <sup>th</sup> year .....	50% of cost

Paperbacks – Payment will be for the full amount of book.

### **LOCKS, LOCKERS, AND DESKS**

School lockers and desks are the property of the 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.

Every student in the school is 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. Locker clean-outs will be scheduled periodically during the school year.
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.

### **PASS SYSTEM**

Three types of passes are used:

1. GENERAL PASS: To be used (signed by teacher) for all purposes other than the library.

2. **LIBRARY PASS:** Students wishing to utilize the library should obtain a pass from the librarian or library assistant **before** school. Be sure to hand your library pass to the library assistant.
3. **UNEXCUSED TARDY:** This pass admits the student to class, but it will count as an unexcused tardy and will be designated as such by the teacher.

#### **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**

#### **Administrative Regulation #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).
      - 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).
      - *For the 2020-2021 school-year only, above bullet will not be used as criteria for fall eligibility. In its place, students for the fall semester of 2020 must complete any semester 2 and yearlong final grade incompletes from the 2019-2020 school year.*
      - 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.
    - 3) Successfully pass at least four courses at the end of each marking period used to determine eligibility for an activity.
  - 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.

**CATEGORIES – STUDENT ACTIVITIES**

**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:**

- |                       |                        |
|-----------------------|------------------------|
| Chemistry Club        | Literary Club/Magazine |
| Computer Club         | Model Congress         |
| Creative Arts Club    | Model U.N.             |
| Electronic Music Club | Physics Club           |
| F.B.L.A.              | Science Club           |

**C. Activities considered one-time affairs and/or social in nature:**

- Dances – formal/informal
- Fall Kick-Off events
- Honors – designation as king/queen of dances, etc.
- Spectator – athletic events, shows concerts, etc.

**3. Activities that ARE affected by Academic Eligibility Requirements:**

- Athletic Teams(Varsity, Junior Varsity, Freshmen)
- Any other Academic, Social, or Athletic Clubs not listed above.

**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)

**WINTER**

- Basketball
- Ice Hockey
- Swimming (B)
- Wrestling
- Indoor Track

**SPRING**

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

**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, and Historian. The class officers serve for a one-year

period with the exception of the Historian who serves for four-years. The elections are reopened each year and any student, in good academic and behavioral standing, may run for an elective office. Eligible students (except current 8<sup>th</sup> graders) must make their intentions of running for an elective office for the up-coming school year known to the class advisors by **March 1<sup>st</sup>** of the current school year, as there are requirements that need to be met prior to being on the spring ballot. **(Due to COVID-19 elections may be held at a later date)**

### **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. No student may pass out literature during school hours or during passing between classes.

### **V. SCHOOL SERVICES** **SCHOOL COUNSELING DEPARTMENT**

**Enfield High School                      253-5550**

Students are encouraged to seek the services of the guidance counselors. They are available for educational, vocational, or personal counseling, and for information. Each student is assigned a guidance 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 guidance 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 will be available in the guidance office and guidance career center including books, pamphlets, catalogues for college and occupational planning and computerized searches. Special equipment such as the ACT, Discover, computerized career search, college view and financial aid programs are available.

Seminars in career and college information will be offered throughout the year by all counselors. Career Days, College Representatives Programs, and Career Night, will also be sponsored by the Enfield High School Guidance Department for students and parents.

### **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.

### **Enfield High School Library**

The EHS Library is open Monday through Friday from 7:10 a.m. to 2:30 p.m. Computers and Internet 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 chat rooms, games (computers, board, card), online shopping (etc.).

The EHS Library collection includes resources supporting the curriculum. Photocopiers 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 no one is waiting for them.
- Reference books & magazines do not circulate.
- Overdue notices are sent to students.
- Overdue library material must be returned or paid for before students can receive diplomas.

#### **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.

#### **Admittance to the EHS Library**

**Eagle Block:** Students do not need passes to use the library before first period or after school. Students planning to go to the library during Eagle Block must come to the library before school starts and get a Eagle Block Library Pass. Students should report to the library for Eagle Block and turn in the pass at the desk.

**From a Class:** Any student excused from class to visit the library **MUST** have a pass from the teacher of that class. If the student is to return to class before the period is over, that fact is to be noted on the pass by the teacher.

#### **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. A charge of 10% of the replacement cost will be assessed for repairable damages.

### **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. A student may stay in the nurses' office for only one period. If illness is prolonged beyond one period, 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 by the student's assistant principal.



5. New enrollees registering must have proof of immunization for diphtheria, pertussis, tetanus, polio, measles, mumps, and rubella.
6. New enrollees from out of state must have a physical assessment to be turned in to the school nurse on the blue, State physical form before registering.
7. All sophomores must have a physical done by their physician, and the student must submit to the nurse a blue, State of Connecticut physical form.
8. Students playing a sport must have a physical every year and must submit the blue form to the nurse in order to qualify to play their respective sport.
9. 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](http://www.enfieldschools.org) under the Parent Support heading; look for Health & Insurance and then click on Student Accident insurance.

### **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.

## **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).

**Community Relations**

**1110.1**

**Communications with the Public**

**Parent Involvement**

The Board of Education believes that the education of children is a cooperative effort among the parents, school and community. In this policy the word “parent” also includes guardians and other family members involved in supervising the child’s schooling.

We believe as research demonstrates, that increased parent involvement improves student achievement. Parent involvement initiatives in the school system will accommodate diversity, be flexible and creative, promote effective two-way communication, and offer opportunities for all parents to participate. The implementation of this policy is the responsibility of all district staff.

Parent involvement activities will be coordinated at the district level. Each school will develop an annual plan for parent involvement activities. It is expected that this will create opportunities for collaboration between and among schools. The Superintendent will report annually to the Board of Education on district and school parent involvement activities. Requirements for state and federally funded programs will be met.

Legal Reference: Connecticut General Statutes  
10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-29

**Policy Adopted: April 24, 2018**

### **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.

## **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.

## **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.

## **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.

#### **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).

#### **BACKPACK GUIDELINES**

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

