

SALISBURY CENTRAL SCHOOL

STUDENT/PARENT HANDBOOK

2021-2022

PLEASE NOTE THAT DUE TO COVID-19, SOME INFORMATION IN THIS HANDBOOK REGARDING SCHOOL PROCEDURES MAY HAVE BEEN MODIFIED IN ORDER TO ADHERE TO SAFETY GUIDELINES. PLEASE VISIT [SALISBURYCENTRAL.ORG](https://salisburycentral.org) TO VIEW SALISBURY'S REOPENING PLAN AND FREQUENTLY ASKED QUESTIONS REGARDING THE REOPENING.

SCHOOL TELEPHONE NUMBERS:

Elementary School - 860-435-9871

Middle School - 860-435-4509

School Nurse - 860-435-0254

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FACULTY AND STAFF AT THE TIME OF PUBLICATION:

Trudy Allyn	Librarian	Stephanie Magyar	Principal
Erica Bachman	S.E. Teacher Assistant	Traci Marshall	LEAPPS
Laura Badolato	MS Mathematics	Deanna Maytas	Grade 5
Donna Begley	School Counselor	Lisa McClave	Kindergarten
Kiera Bisenius	MS Social Studies	Kirsten Merritt	Kindergarten
Vanessa Brazzale	Custodian	Jennifer Mitchell	Grade 3
Kat Bucceri	Grade 4	Larrisa Morby	Title One
Sue Bucceri	Board Clerk/Secretary	Darlene Murphy	S.E. Teacher Assistant
Mary Bush	Resource	Kate Murray	Math Support, K-5
Mary Cadman	Nurse	Millen Murray	Teacher Assistant/Media Center
Brittany Carpenter	S.E. Teacher Assistant	Kristen Neary	Reading Support, K-2
Barbara Carr	Grade 4	Raydin Neary	MS Mathematics
Bob Chase	Custodian	Rob Nellson	Music/Band
Diane Chinatti	S.E. Teacher Assistant	Julianne O'Connell	Teacher Assistant
Gayle Christinat	Art	Crystal Ohmen	Cafeteria/ES Office
Angie Coleman	Occupational Therapist	Michelle Patrick	BCBA
Megan Conklin	Grade 1	Danny Ramos	Computer Technician
John Conklin	Assistant Principal/MS Science	Shannon Reid	S.E. Teacher Assistant
Deana Conlogue	Grade 2	Janet Rimany	Cafeteria Assistant
Dawn Diamond	Early-K	Kathleen Ruiz	MS Spanish
Tracy Dowd	MS English/Language Arts	Sharon Russell	Resource
Holli Dunlavey	Teacher Assistant	Carrie Russo	Teacher Assistant
Ed Duntz	Permanent Substitute	Ruth Salas-Ramos	Elementary Spanish/ELI
Kirsten Durbrow	MS Secretary	Pam Sangster	Digital Learning
Rita Ezersky	Teacher Assistant	Sharon Sawicki	S.E. Teacher Assistant
Chelsea Fergusson	Grade 1	Lynn Scoville	S.E. Teacher Assistant
Sarah Freund	Grade 2	Malinda Sears	Cafeteria Manager
Regina Hurlburt	Pre-K	Jennifer Segalla	Grade 6 ELA/Enrichment
Fran Goodsell	Psychologist	Dave Serna	Custodian
Carol Hackett	MS Science/MASE/Makerspace	Stephanie Serna	Teacher Assistant
Athena Halkiotis	Music/Chorus	Brian Shippa	Head Custodian
Jenni Hill	Grade 5	Jane Simonds	Physical Therapist
Kylie Jacobs	Grade 3	Pat Stevens	ES Secretary
Matt Janco	Physical Education	Jessica Thomas	Teacher Assistant
Tracy Kaufman	Teacher Assistant	Kara Wagner	S. E. Teacher Assistant
Chris Kullman	Teacher Assistant	Christine Werner	MS Mathematics
Sarah Lawlor	Speech/Language Clinician	Carrie Whitehead	Teacher Assistant
Ashley Lawson	S.E. Teacher Assistant	Jess Willey	S. E. Teacher Assistant
Peter Leslie	Custodian	Becky Wilczak	Grade 4/LAE

HELPFUL PEOPLE AND THEIR ROLES

Lisa Carter, Superintendent 824-0855

Dr. Scott Fellows, Assistant Superintendent 824-0855

Jill Pace, Assistant Superintendent 824-0855

SCS Main Office 435-9871

Mrs. Stephanie Magyar, Principal ext. 101

Mr. John Conklin, Assistant Principal ext. 244

Mrs. Sue Bucceri, Board Clerk/Secretary ext. 102

Mrs. Pat Stevens, Secretary & Transportation ext. 100

Mrs. Donna Begley, Counselor ext. 130

Mrs. Fran Goodsell, Psychologist ext. 129

Miss Kirsten Durbrow, MS Secretary 435-4509 or 435-9871 ext. 200

Mrs. Mary Cadman, Nurse 435-0254 or 435-9871 ext. 105

VISION STATEMENT (BOE Policy #0100)

The Salisbury Central School learning community works together to empower all students to be inquisitive, independent, and responsible citizens of the global society. We guide and foster each child's intellectual, emotional, social, and physical development in a safe, challenging, supportive, and collaborative learning environment. We are committed to ensuring that all students leave us prepared for successful learning beyond our school.

We Believe:

- All students can learn.
- All students will have equitable access to an effective instructional program.
- All staff are committed to continuous professional growth and improvement.
- All members of the community are partners in the learning process.
- All members of the community respect one another.

SCHOOL COMMUNICATION

It is important for communication in a school to remain open between parents, students and teachers. When a concern arises, it is hoped that it can be resolved by directly contacting the student's teacher. If this attempt, in your view, is unsuccessful, the next person to approach is the Principal. If the concern is still unresolved, the parent should contact the Superintendent of Schools, Mrs. Lisa Carter. If the concern persists, the parent may then contact any member of the Board of Education.

BOARD OF EDUCATION

The Board of Education believes that the ideal learning environment is one in which students, parents, teachers, administrative staff, and the Board of Education work together towards the continued improvement of the educational process.

Board of Education meetings are always open to the public (with the rare exception of "Executive Sessions"). These meetings are usually held on the fourth Monday of every month (except for July) at the school. The BOE does not hold a regular meeting in July or December. Meeting agendas are posted in the Salisbury town hall, in both buildings at the school as well as on the school website.

During formal meetings, there is an opportunity for the public to speak when the Board asks for any "Public Comment." The Board welcomes suggestions and questions and will take them under consideration. However, according to policy, the Board cannot devote its meetings to discussion or debate not on the formal agenda. For a given citizen's question or suggestion to be placed on the agenda as a specific item, and to ensure its receiving consideration at that meeting, the Board must have at least eight days' notice, in writing, that the item is to be raised. Thus any necessary study or investigation can be started and the Board members will have background information upon which to base the discussion.

Board of Education Members:

David Valcin, Chair
Barrett Prinz, Secretary
Natalia Smirnova
Jacquie Rice
Kevin Wolgemuth
Thomas Carter
Elizabeth Dittmer

Keith Moon, Representative to the Region One Board of Education

David Valcin, Alternate Representative to the Region One Board of Education

PARENT INVOLVEMENT (BOE Policy #1110.1)

The Board of Education recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school district to educate all students effectively, the school and parents must work as knowledgeable partners.

Although parents are diverse in culture, language and needs, they share the school's commitment to the educational success of their children. The Salisbury school district, in collaboration with parents, shall establish programs that enhance parent involvement and reflect the specific needs of students and their families.

To this end, the Board supports the development, implementation, and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement programs will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components of successful parent involvement programs:

- Communication between home and school is regular, two-way, and meaningful.
- Such communication may include monthly newsletters, required regular contact with all parents, two flexible parent-teacher conferences for each school year [required beginning July 1, 2010], and drop in hours for parents, home visits and use of technology such as Seesaw.
- Responsible parenting is promoted and supported.
- Parents play an integral role in assisting student learning.
- Parents are welcome in the school, and their support and assistance are sought.
- Parents are full partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practices and student learning.

The Board of Education supports professional development opportunities for staff members to enhance understanding of effective parent involvement strategies. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

In addition to programs at the school level, the Board of Education supports the development, implementation, and regular evaluation of a program to involve parents in the decisions and practices of the school district, using to the degree possible the components listed above.

Engaging parents is essential to student achievement. This school district shall foster and support active parent involvement.

R.S.S.C. (REGIONAL SCHOOLS SERVICES CENTER)

The Regional Schools Services Center is responsible for the administration of the Region One School District. Region One includes the six local elementary schools of Salisbury, Cornwall, Falls Village, Kent, North Canaan, and Sharon, and their regional high school, Housatonic Valley Regional High School. The administrator of Region One is Superintendent of Schools, Lisa Carter. Ms. Carter can be reached at her office (824-0855). The Regional Schools Services Center is located next to Housatonic Valley Regional High School in Falls Village.

Included in the Regional Schools Services Center is the Pupil Services Department. The Director of Pupil Services, Mrs. Martha Schwaikert, can be reached at his office (824-5639). This department provides Salisbury Central School with four classroom teachers, a psychologist, a speech and language clinician, an occupational therapist, a physical therapist and several paraprofessionals.

The Pupil Services department also provides Salisbury Central with four special education teachers: Regina Hurlburt, Pre-K; Mrs. Mary Bush and Ms. Traci Marshall, Elementary School; and Mrs. Sharon Russell, Elementary and Middle School. The Pupil Services Department provides special education classroom aides as needed.

NON-DISCRIMINATION POLICY (# 0521)

Salisbury Central School shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, marital status or age or because of the race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, genetic information, marital status, or age of any other persons with whom the individual associates, or status as a Veteran.

In keeping with requirements of federal and state law, Salisbury Central strives to remove any vestige of discrimination in employment, assignment, and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Salisbury Board encourages staff to improve human relationships within the school and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the School will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

SCHOOL HOURS

	Parent Drop Off & Student Entry	Instructional Day Begins	Student Dismissal
Elementary Grades EK-5	8:30am	8:40am	3:10 p.m.
Middle	8:25am	8:35am	3:05 p.m.

**Please remember we will not have staff supervision before the drop off times listed above. Given social distancing concerns, we can not have students congregating outside before school opens.*

Drop-off/Pick-up Procedures:

→ Elementary

The main entrance for the elementary school building is the lower parking lot entrance. **There will be no entry directly into the traffic circle.** We ask that you follow all the traffic signs when driving through the campus. Please remember that parking is not permitted on either traffic circle and that there should be a single line of traffic during drop-off and pick-up times. As you can imagine, teachers who are assigned to help manage student arrival and dismissal are uncomfortable reminding you of these rules, so we rely on all of you to please help us by doing your part. If there are problems or questions, please contact me.

Grade 1-5 Drop Off: If you are dropping off your child, please plan to arrive in the main traffic circle at 8:30am. Students should have masks on when they exit the car. There will be a staff member present to help direct your child to their assigned entrance. **Once again we are asking parents of children in Grade 1-5 to stay in your vehicle at drop off.**

PK-EK-K Drop Off:

If you are dropping off your PK-EK-K child and need to assist them in getting out of the car, please plan to park in the "student assisted drop off" area and walk your child up the path to the overhang where a staff member will assist you.

Walkers: Please plan to arrive at 8:30am. There will not be adult supervision before that time.

Pick Up:

PK-5 pick up will continue to be at the main traffic circle. Students waiting will be monitored by staff and asked to wait on socially distant markers. Again, **we are asking parents to stay in your vehicle for pick up when at all possible.** If you need to assist your child with getting into the car or buckling a car seat, please park in the parent parking area and come up with your mask on to pick up your child.

→ **Middle School**

Walkers/Drop Off: Please plan to arrive at 8:25am. Please remember that parking is not permitted at the traffic circle and that there should be a single line of traffic during drop-off and pick-up times. **Students should go directly into the middle school through the main front door.** They will no longer be waiting outside. Masks are to be worn as students exit their vehicles and enter the building. Students will enter the building and head directly to their cohort room.

Pick Up: Please plan to pick up your student at 3:05pm. Vehicles will pull into the middle school circle and remain in a single file for pick up. Please remain in your cars at pick up as students are dismissed through the front entrance of the middle school. We appreciate your patience during this time as we dismiss your students.

REGISTRATION FOR SCHOOL

Children who will be five years old on or before January 1 are eligible to enter kindergarten in September. Kindergarten registration dates are held in the spring. When registering a child for the first time, parents must submit a birth certificate. Children moving into the township of Salisbury from other towns should contact the school office to have records transferred. It is suggested that health records be hand carried to the office at the time of registration. State law requires complete immunization records before a child may be admitted to any grade.

RESIDENT AND NONRESIDENT ATTENDANCE (BOE Policy # 5118)

RESIDENT STUDENTS

A student will be allowed to enroll in and attend the Salisbury Public Schools if the student is a resident of the Town of Salisbury, Connecticut.

Determining Residency

1. The Principal or his/her designee as agent for the Board of Education may require documentation of residency from a parent or guardian, a relative or non-relative, an emancipated minor, or a student eighteen years of age.
2. Documentation of residency is the obligation of the parent or guardian, the relative or non-relative, the emancipated minor, or the student eighteen years of age. Documentation may include but not be limited to an affidavit attesting to residency.

NON-RESIDENT STUDENTS

The Board of Education may approve requests to admit non-Salisbury residents under certain circumstances. There will be no tuition charged for these non-resident students:

1. **Former Students:**

When a student becomes a non-resident of the District after Thanksgiving of a school year, the student may be permitted to continue in attendance without charge for the remainder of that school year under all the following conditions:

- a. A written request for such accommodation is made to the Board by the parent or guardian of the student(s).
- b. Space is available and a program can be provided without an increase in size of staff.
- c. The parent or guardian assumes all responsibility for transporting the student to and from school.
- d. The student has a record of good citizenship at the school and continues to abide by the rules and regulations of the school and the district.

2. Future Residents

The children of families who have signed a contract to buy or build or lease a residence in the school district will be allowed to enroll during the semester in which they can reasonably prove that they will become residents under the following conditions:

- a. Parents must assume responsibility for transportation to and from school until the family takes occupancy of the home in Salisbury.
- b. The non-resident admission status is limited to a semester. Request for extension must be made to the Board of Education.

3. Hardship Cases

In compliance with state and federal law, the Board will enroll homeless children and youth, regardless of the lack of personal and/or medical documentation normally required for enrollment. However, school administrators shall require the parent/guardian to provide contact information prior to enrollment.

4. Foreign Students

Foreign students living with local residents will be considered to be local residents provided the student's living arrangement is expected to be permanent, without pay and not solely for educational reasons. Students in a federally-approved student exchange program can also be admitted.

5. Non-resident Professional Staff Members' Children

Requests from certified and non-certified staff that work at Salisbury Central School and reside outside the community, requesting that their child and/or children be enrolled in the local elementary school will be evaluated and determined on an individual basis:

- a. A Staff Non-Resident Attendance Request Form must be submitted to the Board by the parent or guardian of the student(s) by April 15th.
- b. Space is available and a program can be provided without an increase in size of staff.
- c. The parent or guardian assumes all responsibility for transporting the student to and from school.
- d. The student has a record of good citizenship at the school and continues to abide by the rules and regulations of the school and the district.
- e. In the case of deciding on the allocation of available spaces for those requests received by the BOE by the April 15th deadline, requests will be prioritized in the same order Salisbury uses for its Pre-K program: Regular residents, Certified full-time (to include SCS and Pupil Services), Certified part-time, Non-certified full-time, Non-certified part-time. Requests received after April 15th will be honored at the BOE's discretion.

APPEAL PROCESS

Except as specifically noted in the above policy, the Superintendent of Schools has the decision-making authority in all matters addressed by this policy. Any persons aggrieved by a decision of the Superintendent of Schools shall have the right to appeal to the Salisbury Board of Education. Any such appeal must be processed through the office of the Superintendent of Schools and must be brought within a reasonable time from the date of the Superintendent's decision, but no later than thirty (30) calendar days after the decision. The appeal must be presented in writing. The Board shall give such persons a hearing within ten working days after the receipt of the written request and provide a written decision within ten working days following the conclusion of the hearing.

EXTRAS

EXTRAS is a supervised after school program for children ages 5-12. It is a year round program, which provides children with games, arts and crafts and, on occasion, field trips. The program provides childcare for school age children before and after school during the school year and full time during vacations and summers. This year, EXTRAS will open on or after October 5th. For more information regarding EXTRAS, please call 435-9926.

RECREATION PROGRAM

The Salisbury Recreation Commission offers a sports program to all children who are Salisbury residents. The program often shares school facilities. Salisbury Recreation programs have a permission slip that is labeled as coming from the recreation commission. The permission slip includes information about the program, including the dates and times the particular program is held. Mrs. Lisa McAuliffe, Director of Recreation, can be reached at her

office (435-5186). Information regarding the programs offered through the Salisbury Recreation Department can be found at www.salisburyct.us/recreation.

ABSENCES

A pupil must, by State Law, attend school regularly except for personal illness, death in the family, emergency medical or dental treatment, or other necessary reasons if approved by the school principal.

We request that parents telephone the school between 8:00-8:45 A.M. to inform us of your child's absence (school: 435-9871, nurse: 435-0254). Otherwise, as a safety precaution, we will call you at home or work to verify your child's absence.

PLEASE NOTE: Any student that stays home or is sent home from school due to a fever must not return to school until they have been fever free, without Tylenol, for 24 hours.

Any student not in attendance for three (3) consecutive hours, assuming normal dismissal time, during the school day may not attend or participate in any school sponsored activity that day unless approval has been secured from the principal in advance. A student may attend a school-sponsored activity on a day when his or her absence was waived.

On March 26, 2013, Salisbury Central adopted the State mandated administrative regulations for school attendance and truancy. It is important that parents understand the definitions included in these regulations as follows:

1. "Absence"- any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.
2. "Excused Absence" - An absence from a regularly scheduled school day for at least one-half of the school day; for which absence, the school has received written documentation describing the reason for the absence within ten days of the student's return to school, or the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes, and meets the following criteria:
 - a. Any absence before the student's tenth absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation; and
 - b. For the student's tenth absence and all absences thereafter, a student's absences from school are considered excused only for the following reasons:
 - i. student illness (verified by an appropriately licensed medical professional);
 - ii. religious holidays;
 - iii. mandated court appearances (documentation required);
 - iv. funeral or death in the family, or other emergency beyond the control of the student's family;
 - v. extraordinary educational* opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance;
 - vi. lack of transportation that is normally provided by a district other than the one the student attends.

* To qualify as an extraordinary educational opportunity, it must meet the following criteria:

- a) The opportunity must be educational in nature. It must have a learning objective related to the student's course work or plan of study. Not all memorable and/or life experiences would be considered educational and, therefore, would not be available for this exemption.
- b) It must be an opportunity not ordinarily available to the student.
- c) It must be grade and developmentally appropriate.
- d) The content of the experience must be highly relevant to the student.

3. "In Attendance" – any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.

4. "Student" -a student enrolled in the Salisbury Central School.

5. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

6. "Unexcused absence" – any absence from a regularly scheduled school day for at least one half of the school day, unless the absence is an excused absence as defined above or the absence is a disciplinary absence.

The building Principal or his/her designee will make the determination of whether an absence is excused. Parents or other persons given control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

7. "Written Documentation"- includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate, that explains the nature of and the reason for the absence as well as the length of the absence.

When a student is considered “truant” according to the aforementioned definitions, parents will receive notification from the Principal requesting a meeting to discuss and remedy the situation. If a lack of attendance continues, State statutes mandate that the Principal notify the Department of Children and Families and/or the Superior Court.

In situations that involve a pre-planned absence for an “extraordinary educational opportunity” during the time that school is in session, parents must request permission for the absence and explain how the trip meets the requirements as noted in the definitions above. Please use the Pre-planned Absence form to make this type of request. You can download this form from our website or obtain a copy from the main office.

TARDIES

If students arrive after school begins (8:35 for Middle School and 8:40 for Elementary School), they are considered to be "tardy." When tardy, students must report to the Main or Middle School office. Continued tardiness will result in parent contact.

EARLY STUDENT DISMISSAL

If students must be dismissed from school before the end of the regular day, a note from the parent(s) or guardian(s) must be presented to the Main or Middle School Office at the beginning of the school day.

The note must include:

1. The date and time the student will be excused.
2. The reason the student will be excused.
3. The name of the person who will pick up the student.
4. The signature of the parent or guardian.
5. A phone number where the parent or guardian can be reached to verify the dismissal.

Students who are dismissed are to be picked up from the Main or Middle School Office at the dismissal time. Parents/Guardians should ring the doorbell to inform the office staff that you have arrived and your child will be sent out or brought out to you.

SCHOOL CLOSINGS AND DELAYS

Delayed openings in Region One will usually be 2 hours or may in rare cases be 3 hours. The Superintendent decides to cancel school or delay its opening based upon the advice received as to road conditions throughout the Region One School District. It is important to keep in mind that the decision is not based on conditions in one or two isolated spots. Therefore, parents should evaluate the conditions that exist in their immediate area before deciding to send their children to school if it is in session.

In addition to being contacted by telephone and/or email through the SchoolMessenger system, notification of all school cancellations or delayed openings will be broadcast on Connecticut radio/television stations.

The announcement will say, "ALL SCHOOLS IN REGIONAL DISTRICT ONE," unless there is an emergency closing unique to Salisbury Central (for example, a broken water pipe). School cancellations and delayed openings are also posted on the school's website <http://www.salisburycentral.org>. If you have signed up for our SchoolMessenger system, you will receive notification of delayed openings, school closings and/or unplanned early dismissals by phone call, text message, email or all three.

EMERGENCY DISMISSAL

Early emergency dismissal will either be at 12:10 P.M. or 1:10 P.M. The emergency dismissal will be announced on the same radio/television stations mentioned above as well as on the school website and through our SchoolMessenger system. Parents should be sure that their children know what to do and where to go after leaving the bus should there be an early dismissal due to inclement weather or other unforeseen circumstances. Please do not call the school regarding early dismissal, as this ties up the phone for emergency use.

REPORT CARDS AND CONFERENCES

Report cards are issued twice a year for Pre-Kindergarten and Kindergarten and three times a year for grades 1-8. There are virtual parent conferences scheduled in the fall and virtual student-led conferences in the spring for all students because report cards alone are not adequate indicators of a child's progress. A space is provided on the report card for either the parent or teacher to request a conference. Parents should feel free to ask for a meeting whenever a problem arises, not just at report card time.

LETTERS OF RECOMMENDATION

Requests for letters of recommendation for students applying to private schools should be made by the student four weeks in advance of the due date. We are happy to assist students with these letters but because we get multiple requests at the same time of year, sufficient time is needed to prepare the individual letters.

CLASS ASSIGNMENTS

Class assignments will be announced through teacher letters in mid-August. Because it is necessary to balance classes, requests for a specific teacher cannot be honored.

MIDDLE SCHOOL HONOR ROLL

Honor Roll will be compiled at the end of each marking period and will consist of the following categories:

Category	Learning/Learning Practices Expectations	
	Academic Achievement - Core Academic Subjects* and Unified Arts**	Learning Practices
Highest Honors	<ul style="list-style-type: none"> • All As and 4s • No Bs, Cs or NYPs 	<ul style="list-style-type: none"> • All 4s • No 1s, 2s, 3s
High Honors	<ul style="list-style-type: none"> • A majority of As and 4s • No Cs, 2s, 1s or NYPs 	<ul style="list-style-type: none"> • A majority of 4s • No 2s, 1s
Honors	<ul style="list-style-type: none"> • A combination of As and Bs and 4s and 3s • No Cs, 2s, 1s or NYPs 	<ul style="list-style-type: none"> • A combination of 3s and 4s • No 2s, 1s

*Core Academic Subjects - English/Language Arts, Math, Science, Social Studies and Spanish

**Unified Arts - Art, Music, Physical Education

In the event the student receives a grade of "I" (incomplete) they will have 10 days from the end of the marking period to complete missing coursework, barring exceptional circumstances.

Honor lists will be published in local newspapers for each of the three marking periods.

EXTRA-CURRICULAR ELIGIBILITY

The goal is to guarantee that students have multiple opportunities to learn the skills and content required for them to proceed to the next step in their learning.

At a minimum, students will lose the privilege of playing on a team or participating in an extracurricular activity if they are Not Yet Proficient (NYP) on one or more summative assessments at mid-term or on a report card. The student, teacher, principal, and coach/advisor will meet to determine conditions under which the student can regain eligibility. Possible conditions include making up missing assignments, retaking assessments, reports of productivity during independent work periods, completing classwork and homework, and improvement of grades.

P.T.O. (PARENT TEACHER ORGANIZATION)

The Parent Teacher Organization of Salisbury Central School is an important link between parents, children, and the school. The PTO welcomes all parents of students at Salisbury Central. The purpose of the PTO is to integrate parents, educators, and community into a mutually cooperative, mutually supportive network. The network will seek to be a place to discuss and disseminate information, which is useful in providing the optimal educational and social environment for the children attending Salisbury Central School.

The PTO has an Executive Committee: President, Vice-President, Secretary, Treasurer, as well as chairpersons of the various fundraising initiatives.

The focus of the Salisbury Central Parent Teacher Organization (PTO) is fundraising to provide equipment, supplies and enriching educational experiences for the children of the school. In the past, funding has been provided for iPads, the Weatherbug weather station, breakfast for students involved in state testing, the student musical and field trips.

VOLUNTEERS (BOE Policy # 1212)

The Salisbury Board of Education recognizes that volunteers can make many valuable contributions to the school during and after school hours. Salisbury Central School has always been fortunate to have many dedicated volunteers who serve in our school. Volunteering can take many forms: accompanying a class on a field trip, reading to students, having lunch with students, baking/preparing food for a special class event, helping students with writing, presenting a talk, helping with a special project, and many more!

The Board endorses a volunteer program that will provide supplemental assistance to school professionals by:

- providing more effective utilization of the teacher's time and skills;
- providing enrichment experiences;
- providing more individual attention to students;
- promoting greater school-community involvement; and
- integrating the community into the school curriculum in a complete, comprehensive and cooperative manner.

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

Volunteers may be required to submit to state and federal criminal record checks and a record check of the Department of Children and Families ("DCF") Child Abuse and Neglect Registry. Persons with an adjudicated felony conviction shall only be allowed to volunteer at the discretion of the Superintendent or her/his designee. No person who is a "sex offender," as defined by Connecticut law, shall be allowed to volunteer.

Salisbury Central follows a two tiered volunteer system with regulations for each tier. For more information about the many opportunities that are available and for details regarding the two tiered system, please contact the principal's office at 860-435-9871.

Due to safety measures put in place because of COVID-19 concerns, we are unable to have volunteers in the buildings at this time. Please feel free to contact your child's teacher for ways you may be able to volunteer from home or virtually.

SOAR AFTER SCHOOL WORKSHOPS

Students may participate in a number of virtual and/or in-person after-school workshops/classes organized by SOAR, Inc.. These programs provide enriching educational experiences for children throughout the school year. Flyers are sent home to families explaining the classes that will be offered. SOAR also sponsors several all-school assemblies each year. More information regarding SOAR can be found by going to www.salisburycentral.org and clicking on School Resources.

LOST AND FOUND

All items found in school or on school property are placed in the lost and found. Please check in with the office in each building if you are in search of a lost item. All unclaimed items in the lost and found will be donated to charity at the end of the year.

CAFETERIA

Salisbury Central School serves nutritious meals every school day. We are pleased to have the opportunity again this year to offer free breakfast and lunch to all of our students for the entire school year thanks to a grant from the USDA. Students also have the option of eating breakfast before they leave home and/or bringing their own lunch if they prefer, and they may purchase milk separately for \$0.50. Students should bring a **nutritious** snack each day.

For the 2021-2022 school year, the following information only applies if your child will be buying milk. All students enrolled at Salisbury Central School have a personal cafeteria account. Our cafeteria software program is used to record and track purchases made by each individual student in the school. Parents are able to deposit funds into their child's account through an online payment system or by sending cash or a check to the school. This online system can also be used by parents to track their child's cafeteria purchases. Information about the online system is sent home to all SCS families each fall and it can also be found on the school website under Cafeteria/Cafeteria Information.

The school cafeteria's first priority is to ensure that every student at Salisbury Central has access to nutritious meals every day. No student at Salisbury Central School will ever be denied a full breakfast or lunch from the cafeteria's daily menu based on their ability to pay or the balance in their cafeteria account. Each Wednesday, an email/letter is sent to the parents of any student whose cafeteria account balance is less than \$0.00 informing them that there are no funds available and asking the parent to replenish their child's account as soon as possible. If the parent does not replenish their child's account after receiving three weekly notices, the principal will contact the parents to request that they make a deposit into their child's account or to discuss an alternative payment plan. If the account is not replenished and no other arrangement is made by the parents, the account will be frozen. The parents will be informed that their child can no longer use their cafeteria account to make purchases and that they should send their child with food from home. If the child arrives at school with no food, they will be served an emergency meal.

If a student's cafeteria account has a negative balance at the end of the school year, their report card and yearbook will be held until the debt is paid or a payment plan is arranged with the principal. If the parent chooses not to pay the debt and the student is returning to Salisbury Central in the fall, the outstanding balance is carried over to the new school year. Parents are notified by letter at the end of the summer if their child's cafeteria account will have a negative balance to start the new year.

If you have any questions or concerns regarding your child's cafeteria account, please contact Mrs. Sue Bucceri by calling the main office or by emailing her at sbucceri@salisburycentral.org

CLASSROOM CELEBRATIONS & FOOD

At times, during the year, students celebrate special events. It is appropriate, during these activities, to have healthy food as part of the celebration. Parents are encouraged but not required to provide healthy snacks for special classroom events such as special events, birthdays and class parties. We are excited to report that homemade items will be allowed this year. The guidelines for classroom celebrations are as follows:

- Parents will provide the homeroom teacher with a minimum of 24-48 hours notice prior to sending in food for a celebration.
- Soda or energy drinks will not be permitted for classroom celebrations.
- Candy is discouraged for birthday celebrations unless it serves as part of the decoration for a food item.
- The school will provide a [list of healthy alternatives and non-food items](#) that can be used for classroom celebrations.

Teachers are encouraged to find rewards and incentives that do not include food/beverages. Some academic activities lend themselves to the use of food and often the food is consumed after the event. It is strongly suggested that a nutritious selection of food be made available to the students during these times. The use of candy for any classroom incentive should not be an option.

The school encourages recognition of students for noteworthy work. It is the responsibility of the classroom teacher to determine whether food should be used during these occasions. The use of candy for any classroom incentive should not be an option.

Parents should not send candy to school for their child's snack. However, sweets are acceptable as part of a balanced snack or lunch. Also, parents are encouraged to discuss with their child's teacher, beforehand, any details of special events such as class parties, special events, birthdays, etc.

MEDICAL EMERGENCIES/SCHOOL NURSE

Mrs. Mary Cadman, school nurse, handles any illness and medical emergencies that occur during the day. When she feels a child should be sent home, the parent is notified. In September, parents are asked to complete an emergency form noting home and work phone numbers. Also required are the phone numbers of nearby friends or relatives who will take responsibility if the child is ill and the parent cannot be reached. In an emergency, if neither parent is available, the family physician or school medical advisor will be called.

All school children are screened annually for height, weight, vision and hearing. Referrals are made if necessary. Children with hearing problems, or potential problems, are tested monthly. State-mandated physicals are required within one year prior to seventh grade entry. All 7th and 8th grade students participating in after-school sports must have a complete physical exam before starting the sports season.

If it is necessary for a student to take any prescribed or over-the-counter medication during school hours, please obtain the proper forms from the nurse's office. Return the forms to the nurse with the medicine in the original prescription bottle along with the physician's directions. ***Please do not send any medication to school with your child.***

MEDIA CENTER

Children have an opportunity to borrow books from the media center at least once a week. When a child finishes his/her book, he/she may return it, and make another selection. When books are more than one week late, an overdue notice is sent to the classroom. After two weeks, a second notice is sent home, stating that the book or the replacement cost must be sent to school. If a student's library books have not been returned by the last day of school, their report card will be held until the books are returned or the replacement cost has been paid to the school. Parents can help by making sure that the children take good care of the borrowed books and send the books to school in their book bag to prevent weather damage. Mrs. Trudy Allyn is the Media Specialist for Salisbury Central School.

PHYSICAL EDUCATION

All students have Physical Education. Sneakers are required for Physical Education. It is suggested that girls wear shorts or pants on days they have Physical Education, or wear shorts or pants under a dress.

BAND AND CHORUS

In addition to the general music program, Salisbury Central School offers students the opportunity to participate in the Middle School Band and Middle School Chorus, under the direction of Mr. Nellson and Ms. Halkiotis. For 21-22, the band and chorus students will continue to rehearse in small groups to ensure that social distancing and mitigation requirements are met. Rehearsals will be scheduled during the IE block and additional pull-out band lessons may be scheduled at different times throughout the week. 4th and 5th grade students will see Mr. Nellson for introductions to band instruments and beginning band as a part of the specials rotation. Junior Chorus for fourth and fifth graders will resume this year as a pull-out program with Ms. Halkiotis.

SCHOOL COUNSELOR

The Counselor's role typically includes four major components:

The Curriculum Component consists of structured developmental experiences presented to all middle school students through Developmental Guidance classroom activities that address the three primary domains of human development: Academic development, career development and personal/social growth. The curriculum lessons focus on decision making, goal setting, peer relationships, self-awareness, career awareness, the world of work, and educational and career planning. The counselor's responsibilities include the organization and implementation of classroom lessons and supervising Academic Support.

The Individual Planning Component consists of activities that focus on assisting each student to develop, analyze and evaluate his/her education, career and personal goals and plans. Individual planning activities address the same objectives for all students in a given grade. Functions of the counselor in this component include individual advisement, placement and appraisal.

The Responsive Services Component are reactions to the immediate needs and concerns of individual students whether these concerns involve individual or group counseling, working with parents, crisis intervention, consultation or referral to an outside agency. The Counselor is available to students who may need assistance in dealing with a new or difficult situation. Students may contact the Counselor for an appointment. Parent(s) or teachers may also request that the Counselor meet with a student.

The Systems Support Component activities are twofold. The first includes those activities that establish, maintain and enhance the preceding three program components. Activities in this component include program development, parent education, and community relations. The second aspect of systems support includes activities that support other programs in the school – helping administrators and teachers identify student needs, attending PPT's, being a member of the Student Intervention Team.

IDENTIFICATION OF CHILDREN WITH EXCEPTIONAL LEARNING ABILITY

STUDENT INTERVENTION TEAM

SCS teachers are committed to the success of each student. Toward that end, data teams composed of grade level teachers, special education teachers, math and reading support teachers, the school guidance counselor, the school psychologist and the principal meet three times per year to review student performance data and then identify those who are in particular need of support and/or enrichment. The specific intervention and/or enrichment strategies identified in those meetings are used during classroom or pull-out intervention sessions. Progress is closely monitored between Data Team Meetings and reviewed at the next meeting. Interventions are terminated or adjusted depending on individual student needs. This process serves all children and teachers at Salisbury Central School. It is not a special education service but recommendations for student support may result in a referral for a Planning and Placement Team. (See "PPT")

REMEDIAL AND ENRICHMENT ASSISTANCE

Salisbury Central School provides remedial and enrichment assistance in language arts and remedial assistance in math to children who have been identified. Teachers hold Data Team meetings three times per year for the purpose of reviewing student performance data and then developing corresponding intervention and support to ensure student success. Teachers monitor student progress in between Data Team meetings to verify the success of intervention strategies. Parents will be notified when a student is identified as needing more support or enrichment beyond the regular classroom instruction.

SECTION 504

Section 504 is a broad civil rights law that protects the rights of individuals with disabilities. A qualified disabled person has or has had a physical or mental impairment that substantially limits a major life activity or is regarded as disabled by others. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks. A student is eligible if one or more conditions substantially limit a major life activity.

Salisbury Central School is responsible for the equal educational opportunities, rights and, as needed, plans, programs and services for students with disabilities under Section 504 of the Federal Rehabilitation and Americans with Disabilities Act and, under the Individuals with Disabilities Education Act. Should you have questions or concerns in this regard, please contact your school's 504 Coordinator (Donna Begley or Fran Goodsell, 860-435-9871) or the Director of Pupil Services (Martha Schwaikert, 860-824-5639).

SUPERIOR LEARNING ABILITY

Students may also be identified as exceptional learners if they score in the 97% or above on the Wechsler Intelligence Scale for Children (WISC). With parental permission, students may be given the WISC in the middle of their 4th grade year after reviewing SBAC scores from their 3rd grade year. Students may also be referred for this test by a teacher or parent, during another time period, if the child demonstrates exceptional learning ability.

Students who score in the 97% or above on the WISC may then have an Individual Education Plan (IEP) if it is deemed necessary. The development of this plan will be undertaken by the classroom teacher and the enrichment coordinator, who will act as the case manager. The plan will be reviewed semi-annually and changes will be made according to specific needs.

PPT (PLANNING AND PLACEMENT TEAM)

The Planning and Placement Team is a group of educational professionals who determine eligibility for special education, based upon the results of evaluations. The PPT includes a school administrator, a teacher, a member of the Pupil Services staff, and other specialists as necessary. If a student is determined eligible for special education services, an Individual Education Plan (IEP) will be developed.

SAFETY

Parents and the school staff must never lose sight of the need for careful control and safety. This includes bus-stop behavior, bus-riding behavior, walking to and from school, careful behavior in classrooms, corridors and play areas. Bikes, scooters and skateboards may not be used on school property during school hours or as a means of transportation to and from school.

SCHOOL-WIDE EXPECTATIONS FOR STUDENT BEHAVIOR

Salisbury Central School uses the PBIS (Positive Behavioral Interventions and Support) School-wide Continuum of Behavior Support. We have clear school-wide expectations for student behavior.

School-Wide PBIS provides an organizational approach or framework for improving the social behavior climate of our school and supporting/enhancing the impact of academic instruction on achievement and increasing proactive (positive/preventive) management.

PBIS is comprised of evidence-based behavioral interventions and practices that can be implemented by real users to effectively address and support the socially and educationally important behavioral needs of students and their families.

PBIS has its conceptual foundations in: (Source: *School-wide Positive Behavior Support: Getting Started Workbook*)

- Behavioral Theory: *Behavior is learned, lawful, and manipulable*
- Applied Behavior Analysis: *Behavioral theory is applied to socially important observable behaviors in the context of the applied settings in which they are observed*
- Positive Behavior Support: *Behavioral supports are considered in the larger context of improvement of quality of life*

At Salisbury Central School we expect our students to: ***Be Respectful, Be Responsible, and Be Safe.***

Below is what these expectations would look like in the classroom:

EXPECTATIONS	What the expectations look like in the CLASSROOM
Be Respectful	<ul style="list-style-type: none"> • Stop and listen when someone speaks to you • Follow directions of adults • Use quiet voices • Use good manners • Be kind with your actions and words • Take care of school property • Tell the truth
Be Responsible	<ul style="list-style-type: none"> • Arrive for class prepared and on time • Be an active participant in class • Complete all work as assigned • Leave no trace
Be Safe	<ul style="list-style-type: none"> • Walk while in the classroom • Keep hands and feet to yourself • Maintain personal space • Follow school safety procedures

Here is what these expectations would look like at other locations in the school:

EXPECTA-TIONS	AM/PM Entry and Exit Procedures	Hallway and Stairway	Bus	Cafeteria	Recess	Hill
Be Respectful	*Be kind with actions and words *Maintain personal space *Stop and listen when addressed by an adult	*Use quiet voices. *Stop and listen when addressed by an adult. *Respect school property.	*Use quiet voices *Be kind with actions and words *Respect others and property *Listen to bus driver.	*Use quiet voices *Use good manners *Be kind with actions and words	*Be kind with actions and words *Be thoughtful of classes in session.	*Make way for others on the hill *Walk at all times *Maintain personal space
Be Responsible	*Be aware *Follow line-up procedures.	*Keep cubby/locker area organized *Arrive to class on time *Leave no trace	*Take care of bus and personal property *Leave no trace	*Eat your own food *Leave no trace	*Dress appropriately *Follow line-up procedures *Leave no trace	*Be aware of others *Pass in a timely manner Use hill time for passing *Leave no trace
Be Safe	*Walk at all times *Keep balls/toys	*Walk on right side *Walk and be	*Walk to and from bus *Maintain	*Walk at all times *Stay seated	*Maintain personal space *Stay within	*Stay on the right side of the pavement

	in backpack *Use quiet voices	aware *Maintain personal space.	personal space *Remain seated and facing forward when bus is in motion.	while eating *Maintain personal space.	playground boundaries *Use equipment properly	*Walk and be aware at all times *Maintain personal space
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SCHOOL-WIDE CONTINUUM OF BEHAVIOR SUPPORT*

A relatively small proportion of students (1-15%) have learning histories that cause general school-wide interventions to be ineffective (i.e., not responsive), and these students require additional specialized and individualized interventions. Thus, school-wide discipline systems should not be abandoned because the behaviors of these students are unresponsive. Instead, schools should think of school-wide discipline systems as being important foundations for (a) supporting the majority of students, (b) preventing the development of chronic problem behavior for students with high risk backgrounds and learning histories, and (c) identifying (screening) and providing more specialized and individualized behavior supports for students with high intensity, difficult-to-change problem behaviors.

The three tiered prevention logic organizes practices and systems along a continuum of increasing intensity and/or complexity. Student behavior responsiveness to intervention is used to match intervention intensity. Although the continuum is dynamic and blended, the three tiers are generally described as follows:

Prevention Tier	Description	General Response Criteria
Primary (Universal)	Practices and systems for all students and staff implemented across all settings.	Behaviors of 70 - 90% of students
Secondary (Targeted)	More intensive and specialized practices and systems for students whose behaviors have been documented as not responsive at the primary tier, and generally provided in a common or standardized manner in small student groupings.	Behaviors of 10 - 30% of students
Tertiary (Intensive)	Most intensive and specialized practices and systems for students whose behaviors have been documented as not responsive at the primary or secondary tiers, and generally are highly individualized to the specific needs and strengths of an individual student.	Behaviors of 1 - 10% of students

(*Source: *School-wide Positive Behavior Support: Getting Started Workbook*)

When a student misbehaves, the faculty and staff will respond in an appropriate way to address the behavior. Many offenses will be handled at the classroom level by the teacher. More serious offenses are documented with a Behavior Referral form and require that the principal or acting administrator(s) and/or counselor become involved in addressing the implications for discipline. All offenses, minor or major, will be dealt with in a thoughtful and discreet way.

The Board of Education recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm. For more information, please refer to BOE Policy 5144.1 Restraint and Seclusion which can be found on the school website under Board of Education/Policies. A copy can also be reviewed at the main office of the school.

Some examples of minor and major offenses:

<u>Minor Problem Behavior</u>	<u>Major Problem Behavior</u>
Inappropriate language	Abusive/Profane language
Inappropriate use of electronic devices	Computer/Technology violation
Physical contact (minor)	Physical contact (major)
Lying	Cheating/Lying
Unnecessary talking/Noise	Harassment/Bullying/Teasing
Disruption of class	Disruption of class
Tardy for class	Defiance/Disrespect
Unprepared for class	Property damage/Vandalism
Dress code violations	Theft/Forgery
Other	Dress code violations
	Other

When necessary, consequences will be assigned to students in response to their behavior. Consequences are based on severity and frequency of the incident.

Please note: Major problem behaviors may disqualify students from participating in SCS after-school sports or activities on the day that the behavior is documented by the school.

Additional prevention supports as described in the tiers above may be put into place to provide structure for the student and communication between the home and school.

SUSPENSION AND EXPULSION POLICY (# 5114)

A. Suspension and Expulsion

1. A student may be suspended (in-school) or suspended (out-of-school) or expelled (grade three to twelve, inclusive) for conduct on school property or at a school-sponsored activity that endangers persons or property, is of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:
 - a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
 - b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
 - c. Intentionally causing or attempting to cause damage to school property or material belonging to staff (private property);
 - d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
 - e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
 - f. Deliberate refusal to obey the directions or orders of a member of the school staff;
 - g. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;
 - h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
 - i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
 - j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
 - k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, including but not limited to a pistol, knife, blackjack, etc.;

- l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or airsoft pistols;
- m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;
- n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
- o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
- p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
- r. Repeated unauthorized absence from or tardiness to school;
- s. Intentional and successful incitement of truancy by other students;
- t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- v. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;
- y. Smoking, vaping, or use of e-cigarette devices.

B. Suspension for Conduct Off School Grounds

- 1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
 - a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
- 2. In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (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 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

C. Mandatory Expulsion

It shall be the policy of the Board to expel a student, grades preschool, and Kindergarten to twelve, inclusive, for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.
2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3 includes but is not limited to any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, blackjack, bludgeon or metal knuckles.

*A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.

5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

If you are interested in reviewing the entire BOE Suspension and Expulsion Policy (#5114), please contact the main office (860-435-9871).

BULLYING PREVENTION AND INTERVENTION POLICY (#5131.911)

The Salisbury Board of Education promotes an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment, threat, and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying 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 the Board of Education.

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. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying 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.

Definitions

"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 school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the Salisbury School District that:

- a) causes physical or emotional harm to such student or damage to such student's property,
- b) places such student in reasonable fear of harm to him/herself, or of damage to his/her property,

- c) creates a hostile environment at school for such student,
- d) infringes on the rights of such student at school, or
- e) substantially disrupts the education process of the orderly operation of the school.

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental, or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same school district as the students engaged in the activity.)

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

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

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

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

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

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

“School employee” means (a) a teacher, substitute teacher, school administrator, school principal, 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 (b) any other individual who, in the performance of his/her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures).

Examples of bullying include, but are not limited to:

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

expression, socio-economic or academic status, physical appearance, or mental, physical, developmental, or sensory disability.

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

Students who engage in any act of bullying on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and outside of the school setting are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials, if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of the school,

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

The Salisbury School District's program:

1. Requires the development and implementation of a safe school climate plan (see Appendix A) by the Board to address the existence of bullying and teen dating violence in its school and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
2. Permits anonymous reports of bullying or teen dating violence by students to school employees and written reports of suspected bullying and teen dating violence by parents/guardians, and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
3. Requires school employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence, to orally notify the principal or another school administrator of the safe school climate specialist is unavailable, not later than one (1) school day after such employee witnesses or receives a report of bullying or teen dating violence, and to file a written report not later than two (2) school days after making such an oral report;
4. Requires the principal investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written report, and that the parents/guardians of the student alleged to have committed an act or acts of bullying or teen dating violence and the parents/guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. Requires the principal to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence, including language about bullying and teen dating violence in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;
8. Requires each school to notify parents/guardians of all students involved in a verified act of bullying or teen dating violence, not later than forty-eight (48) hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian, if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying or teen dating violence;

9. Requires the school to invite parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of student(s) against whom such an act of bullying or teen dating violence was directed and the policies and procedures in place to prevent further acts of bullying or teen dating violence;
10. Requires the school to invite the parents/guardians of a student who commits any verified act of bullying or teen dating violence to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying or teen dating violence was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying or teen dating violence;
11. Establishes a procedure for the school to document and maintain records relating to reports and investigations of bullying and teen dating violence in the school, and make such list publicly available; and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
12. Requires the development of case-by-case interventions for addressing incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;
14. Requires the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that addresses safety measure the school will take to protect such students against further acts of bullying or teen dating violence;
15. Requires the Principal of the school, or his/her designee, to notify the appropriate local law enforcement agency when such Principal, or his/her designee, believes that any act of bullying or teen dating violence constitutes criminal conduct;
16. Prohibits bullying and 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 the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (b) outside of the school setting, if such bullying or teen dating violence (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 or teen dating violence was directed at school, or (iii) substantially disrupts the education process of the orderly operation of the school;
17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide; Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention of and response to youth suicide. The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.
18. Requires students and the parents/guardians of students to be notified at the beginning of the school year of the process by which they may make reports of bullying or teen dating violence.
19. As required, the Board shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, cooperative assistance and approval; and
20. Requires that not later than thirty (30) calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board's and school's Internet website, and such plan is to be included in the School's publication of rules, procedures and standards of conduct for schools, and in all student handbooks.

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

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying and teen dating violence. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

The main components of the Salisbury School District's program are:

1. Prevention and Intervention Strategy

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

1. Implementation of positive behavioral interventions and support process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence is likely to occur.
4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through middle school.
5. Individual interventions with the bully or student who commits teen dating violence, parents/guardians, and school employees, and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents/guardians and school employees.
6. School-wide training related to safe school climate. (Funding for the school-based bullying intervention and school climate improvement may originate from public, private or philanthropic sources. For purposes of this section, "interventions with the bullied child" includes referrals to a school counselor, psychologist or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.)
7. Student peer training, education and support.
8. Promotion or parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions.
9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

2. District Safe School Climate Coordinator

For the school year commencing July 1, 2015, and each school year thereafter, the Principal shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board and the Principal to prevent, identify and respond to bullying and teen dating violence in the District's school;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Principal to the Department of Education.
4. Respond to bullying and teen dating violence in the District's school;
5. Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating violence issues in the District and make recommended changes to the District's safe school climate plan.
6. Successfully complete, for the school year commencing July 1, 2015, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training is only required once.)

3. Safe School Climate Specialist

For the school year commencing July 1, 2015, and each school year thereafter, the school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist shall:

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

4. Safe School Climate Committee

For the school year commencing, July 1, 2015, and each school year thereafter, the Principal of the school shall establish a new committee, or designate at least one existing committee, that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one (1) parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying or teen dating violence;
2. Identify and address patterns of bullying and teen dating violence among students in the school;
3. Implement the provisions of the school security and safety plan (developed pursuant to Sec. 87 of P.A. 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in C.G.S. 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee.
4. Review and amend school policies relating to bullying and teen dating violence;
5. Review and make recommendations to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents/guardians of students on issues relating to bullying and teen dating violence;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
8. Perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

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

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

Legal References: Connecticut General Statutes

10-15b Access of parent/guardian to student's records. Inspection and subpoena of school or student records.

- i. 10-222d Policy on bullying behavior as amended by P.A. 08-160, P.A. 11-232 and P.A. 14-172
- ii. P.A. 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents/Guardians
- iii. P.A. 11-232 An Act Concerning the Strengthening of School Bullying Laws
- iv. P.A. 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates
- v. P.A. 14-234 An Act Concerning Domestic Violence and Sexual Assault

SAFE SCHOOL CLIMATE PLAN

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

1. Enable students to anonymously report acts of bullying and teen dating violence to school employees and require students and the parents/guardians of students to be notified annually of the process by which they may make such reports;

2. Enable the parents/guardians of students to file written reports of suspected bullying and teen dating violence;
3. Require school employees who witness acts of bullying or receive reports of bullying or 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 (1) school day after such school employee witnesses or receives a report of bullying or teen dating violence, and to file a written report not later than two (2) 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 or 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 and teen dating violence;
7. Provide for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;
8. Require each school to notify the parents/guardians of students who commit any verified acts of bullying or teen dating violence, and the parents/guardians of students against whom such acts were directed, not later than forty-eight (48) hours after the completion of the investigation. The required notification and invitation 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 and teen dating violence;
9. Require each school to invite the parents/guardians of a student who commits any verified act of bullying or teen dating violence, and the parents/guardians of the student against whom such act was directed, to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying or teen dating violence;
10. Establish a procedure for the school to document and maintain records relating to reports and investigations of bullying and teen dating violence in the school and to maintain a list of the number of verified acts of bullying and teen dating violence in the school and make bullying or teen dating violence against a single individual or recurrently perpetrated incidents by the same individual that may include both counseling and discipline;
11. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;
12. Direct the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that addresses safety measures the school will take to protect such student against further acts of bullying or teen dating violence.
13. Require the Principal, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or Principal designee, believes that any acts of bullying or teen dating violence constitute criminal conduct;
14. Prohibit bullying and 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 the Board and (b) outside of the school setting, if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
15. Require, at the beginning of each school year, that the school provide all school employees with a written or electronic copy of the District's Safe School Climate Plan; and
16. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.
17. The Principal shall develop rules and procedures which carry out the provisions of this policy. In addition, the Principal shall provide that students and parents/guardians of students are notified of this prohibition against bullying and teen dating violence and the penalties for violating the

prohibition by ensuring the posting of such information in the school and by ensuring inclusion of such information in student and parent handbooks.

Please refer to the school website to view the Salisbury Central Safe School Climate Plan.

LUNCH DETENTION

Students may serve a lunch detention for receiving a Behavior Referral form (described in the Expectations for Student Behavior). The detention will be served at the soonest available lunch period. Students should report directly to the designated room when the lunch period begins.

HOMEWORK CLUB (ES) / BEYOND THE BELL (MS)

After school homework help available for students in Grades 4-8 from 3:00-4:00 who have been recommended for a quiet productive time in which to complete assignments and to receive extra help from a supervising teacher. Elementary Homework Club will run on Tuesdays and Thursdays and middle school *Beyond the Bell* will run Monday through Thursday. Due to COVID restrictions we are only able to accommodate a limited number of students each day. Teachers will be inviting students to join based on academic need.

Students attending are expected to work quietly and diligently for the full hour. Students are expected to come with all of the materials they will need to complete their work. This includes an independent reading book for those occasions when they have completed work before the hour is up.

ACADEMIC/ATHLETIC POLICY

Participation on a school's interscholastic athletic team is a privilege and not a right. Academics will be a priority, and student athletes are required to meet and maintain academic and behavioral standards. At any evaluation point a student athlete must not be in danger of failing any of his or her courses. Any student athlete not conforming to this academic standard shall be prohibited from participating in interscholastic competition until the school has determined that the matter has been properly addressed.

In addition, if at any evaluation point it is determined that the student athlete is demonstrating a pattern of behavior that is detrimental to their academic achievement and progress, a plan of action will be implemented to most effectively remedy the situation.

Each student athlete must also be in good standing regarding his or her school's Code of Conduct. Any student athlete not conforming to this behavioral standard shall be prohibited from participating in interscholastic competition until the school determines that the matter has been properly addressed.

Action Plan Procedure:

When it has been determined that a student athlete is in danger of failing a class OR is demonstrating a pattern of behavior detrimental to his or her academic progress, the following steps will be taken:

1. A phone call will be made to a parent/guardian notifying him or her of the situation.
2. Upon notification of the parent/guardian, the student athlete will be referred to the middle school team, where the process of developing a positive intervention action plan will begin.
3. Elements of the action plan will include whether or not the student will be placed on academic probation regarding their athletics, as well as establishing a date to review whether or not progress has been made.

DRESS GUIDELINES

The dress code was implemented to keep the focus on learning and mirror future workplace expectations. It requires that children come to school well-dressed appropriately for school activities. This is a joint responsibility of parents and students. Clothing should not distract from or interfere with the educational process.

Students are expected to wear attire that is not disruptive to teaching and learning.

- This will include appropriate pants, shorts, skirts, shirts that are not excessively brief nor revealing. Visible undergarments are not acceptable.
- Footwear must be worn at all times. In order to play games at recess (Gaga, basketball, 4-Square, etc.), students must wear safe and appropriate footwear.
- Wearing clothing with profanity, violent or illegal images, or hate speech is not acceptable.
- Appropriate and non-distracting hats are allowed at times. Teachers reserve the right to ask students to remove their hats if necessary.

Students who are unable to meet these expectations will initially be provided with alternative appropriate clothing, or families will be contacted and have the opportunity to bring appropriate clothing to school. If the inability to meet dress expectations becomes repetitive, a behavior referral form will be submitted and parent/guardian contact will be made to determine interventions and supports that best meet the needs of the student.

Other

Exceptions to the above dress code will be considered for medical reasons, special events, cultural beliefs, or to promote school spirit as determined by the school principal. Permission from the school principal must be granted prior to the event or activity.

PLANNED FAMILY ABSENCE HOMEWORK POLICY

Every year students are taken out of school for vacations of varying lengths and there are expectations for work to be sent home and completed during this time. Since students are missing their daily direct instruction, it is often a challenge to send meaningful work home for them to complete. For longer absences, it is difficult for teachers to gauge where the class will be academically when students return from vacation. We at Salisbury Central School would appreciate notification, as early as possible (preferably one to two weeks before departure), so that teachers can prepare a work plan for students to complete while enabling them to enjoy their time with family. Some work may have to be completed once the student returns to class. Parents should download (from our website) or ask for a Planned Family Absence Form from their child's teacher requesting work for the duration of the absence.

Assignments sent home may include reading, writing, and math and any other work at that particular teacher's discretion.

CELL PHONES AND SMART DEVICES

While there is a trend for students to possess cell phones during the school day, we recommend that these devices remain at home as they have become a distraction to the teaching and learning process and are having a negative impact on the Middle School culture.

All Middle School students have access to their own school-provided Chromebook. In addition, one of the most important responsibilities of our office staff is to pass along urgent and time-sensitive messages to students and families. Therefore, cell phones as a learning and communication tool are not an essential part of the school day.

If students do bring a cell phone to school, it must be placed in a cell phone bin in their homeroom at the beginning of the day. Phones will be returned to students at dismissal.

If a student is in possession of a phone and does not use the assigned bin, the following progressive discipline will be followed:

- **FIRST** time: The phone is confiscated and the student can pick it up in the office at the end of the day.
- **SECOND** time: The phone is confiscated and a parent or guardian will have to come in to pick it up in the middle school office.
- **THIRD** time: Students cannot bring their phone to school for the remainder of the school year.

Students may use their phones on the bus to listen to music, as long as they use earbuds or headphones, and after school to contact parents, if needed. Students will be allowed to have their phones on school field trips as deemed appropriate by chaperones (i.e. Ski Adventure). In addition, accommodations concerning cell phone possession and use will be provided for those students with documented special needs.

Legal References:

Salisbury Central School Board of Education Policy 5131.81. "Students and parents should be aware that the Board is not liable for any privately owned technological device that is stolen, lost, or damaged while at school"

Connecticut Statute 10-233J Student possession and use of telecommunications devices

PA 95-304 An Act Concerning School Safety

PA 96-108 An Act Concerning Student Use of Telecommunication Devices

HEADPHONES

Students are able to bring and use their own headphones, including airpods. Teachers will ask students to remove headphones when they are not being used for an academic purpose. Students who do not comply will be asked to turn their headphones over to the teacher or main office.

PLAYGROUND EXPECTATIONS

- Play safely
 - Walk out to recess area;
 - No running on the playscape area;
 - No jumping off the platforms;
 - One person on the slide at a time;
 - Move away from the bottom of the slide quickly;
 - Do not slide any objects down the slides;
 - Do not climb up slides and do not climb on the top of slides or railings;
 - No roughhousing or wrestling;
 - No more than three children are allowed on the tire swing at a time;
- The following are off limits: wooded areas, lower field, parking lot, outside backstops and fenced in area, bushes;
- Students must ask permission of the playground supervisors before entering the building for any reason.
- Report any problems or injuries to playground supervisors.
- Leave all trees, shrubs, bushes, and flowers alone.
- Line up promptly when called.

ELECTRONIC SURVEILLANCE

This is a summary of the Salisbury Central Board of Education Policy #5131.111 written to provide the information that will be most useful to parents and students. Please go to the SCS website to view the complete policy.

The Board of Education recognizes Salisbury Central School's responsibility to maintain order and discipline on school property and in school vehicles. The Board also desires to afford students and staff privacy in respect to the records it maintains. The Board recognizes the value of surveillance systems in monitoring activity on school property and in school vehicles to protect the health, welfare and safety of its students and staff. The Salisbury Central School students and staff recognize that their security and safety depends upon the capacity of Salisbury Central School to maintain discipline and that a certain amount of restraint upon the activities of students is assumed and expected. The use of recordings from surveillance equipment shall be subject to the other policies of the district including policies concerning the confidentiality of student records.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against Salisbury Central School's duty to maintain order and discipline, finds that it is appropriate to provide for the use of camera surveillance in its transportation vehicles and on school grounds as follows:

Surveillance system operation – Cameras have been installed in both buildings as well as on school buses.

- The cameras on the Salisbury Central campus are prominently placed in areas where there is NOT a reasonable expectation of privacy (e.g. hallways, stairwells, outdoor areas). The Principal will supervise and control the use of surveillance equipment in the school buildings and its use will be limited to designated members of the administrative staff.

- The cameras on the buses are owned and operated by the school bus transportation company but can be viewed by the Principal upon request.
- Cameras in public hallways will transmit sound but will not record sound and therefore can only be used in real time. Only the Principal and law enforcement will have access to sound monitoring in these areas.
- Appropriate signage will be present to indicate the presence of electronic surveillance.
- The Principal shall ensure the provision of reasonable safeguards including, but not limited to, password protection, well managed firewalls and controlled physical access to protect the surveillance system from hackers, unauthorized users and unauthorized use.

Storage Security

- Surveillance recordings will be stored for a minimum of five school days, whereupon if the Principal and/or designee know no reason for continued storage, such recordings will be deleted.
- Surveillance recordings held for review of property or student incidents will be maintained in their original form pending resolution. Recordings will then be released for erasure, copied for authorized law enforcement agencies, or retained as necessary as part of the student's record in accordance with established procedures and applicable law.

Requests to view Electronic Surveillance Data - Requests to review surveillance recordings shall comply with all applicable state and federal laws and with Board Policy. All requests for review of surveillance recordings that are considered an educational record will be as follows:

- All viewing requests must be submitted in writing. Requests for viewing will be limited to those parents/guardians, students and/or SCS staff with a direct interest in the proceedings as authorized by the Principal and only the portion of the electronic data recording concerning the related specific incident will be made available for viewing.
- Written requests for viewing may be made to the Principal within five school days of the date of recording.
- Approval/denial for viewing will be made within five school days of receipt of the request and so communicated to the requesting individual.
- Electronic data recordings will be made available for viewing within three school days of the request approval.
- Actual viewing will be permitted only on Salisbury Central School property.
- All viewing will include the building Principal or his/her designee.
- A written log will be maintained of those viewing the surveillance recordings including the date of viewing, reasons for viewing, date the recording was made, location at school or central office, and signature of the viewer(s).
- Electronic data recordings will remain the property of Salisbury Central School and may be reproduced only in accordance with the law, including applicable Board policy and regulations.
- Timelines may be altered for requests for viewing which arise at the end of a school year or prior to vacation periods.

Student Records - Surveillance recordings may become a part of a student's educational record. Salisbury Central School personnel shall comply with all applicable state and federal laws and its Board policies related to record maintenance and retention.

DISMISSAL GUIDELINES

Guidelines for parents who are picking up students in the upper building traffic circle:

- To enter the upper building traffic circle please use the first upper building driveway (driveway entrance is halfway between the lower and upper building) and travel through the parking lot into the traffic circle.
- Please pull as far around the traffic circle as possible. Remain in a single lane at all times.

- As dismissal begins (3:05) please be in your car, ready to receive your student. Please do not leave your car unattended to walk and find your child. The teacher supervisors will help your child get to your car safely.
- Exit the traffic circle using the same exit that we have always used.
- Parents who are picking up middle school students from the lower building should continue to use the established procedures and guidelines.

Guidelines for students who walk home after school:

- Upper building walkers will be released to the lower lobby (by the gym entrance) where their dismissal will be supervised by an adult.
- Walkers from the lower building will continue to be released using the current procedure

BUS PROCEDURES AND RULES

The driver will not drop off any kindergarten or Pre-K student unless the adult in charge of them is visible at the bus stop. If you have missed meeting your child at the bus stop, he/she will stay on the bus with the driver and be brought back to the school at the end of the route. It is then your responsibility to pick him/her up at the school.

The driver will only stop at assigned stops. The bus rules are:

- The driver is at all times in full charge of the bus and of all students riding therein. He/she is required to enforce all rules and regulations adopted by the school authorities for the conduct of pupils riding on the bus.
- Wait for the bus well back from the road, remaining until the bus comes to a complete stop before moving.
- In going to and from the bus, look both ways and cross in front of the bus keeping sight of the driver.
- Students must take a seat when they enter the bus, and remain seated while the bus is in motion.
- File on and off the bus in an orderly manner, with no rushing or pushing.
- Windows are to be regulated under the supervision of the driver. Under no conditions are children allowed to have their arms or hands out of the window.
- Avoid distractions to the driver such as shouting and whistling.
- Be on best behavior at all times. Horseplay or fighting will not be tolerated.
- Hazard creating articles such as water pistols, matches, etc. are not to be carried on the bus.
- No indecent or profane language shall be permitted on the bus.
- The use of tobacco and alcohol is prohibited.
- Students shall assist in keeping the bus clean, sanitary, and orderly and shall refrain from damaging or abusing the bus, its cushions, or equipment.
- Students must not throw waste paper, hats, books, lunches or other articles while on the bus or near the bus.
- No student shall leave the bus without permission of the driver or school authorities except at his/her home or at the school.
- Students shall enter or leave the bus only by the front door except in cases of emergency.
- Students shall be on time, and at all times cooperate in keeping the bus on schedule.
- Know emergency procedures. There will be occasional bus evacuation drills throughout the school year. Please help your child be prepared.

Students violating these rules are to be reported by the driver to the school principal, who will, depending on the seriousness and/or frequency of the violations, notify the parents as to the child's behavior.

If the violations continue, the principal may suspend the student's riding privileges for a period of time depending on the seriousness of the violations. The parents will be notified.

STUDENT RECORDS

The purpose of maintaining school records is to provide a history of educational growth for each student for making important judgments and decisions concerning the student. Every school within Region One systematically maintains records on each child. These records typically consist of personal information, an attendance record, and information related to the child's educational progress. This would include health records, standardized group test scores, and individual diagnostic test scores.

Special education and special services records are maintained in separate files. Contact the school office for assistance in accessing these types of records.

Ordinarily, written consent by the parent or guardian is necessary before students' records are released. Parents and guardians have the right to inspect the records of their child contained in the school building. As a courtesy to the office, parents are asked to call ahead should they wish to review the record folders. (See FERPA next)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. They are:

The right to inspect and review the student's educational records

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect.

The right to request the amendment of the student's educational records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

The right to consent to disclosures of personally identifiable information in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

SEXUAL HARASSMENT POLICY (# 5145.5)

Sexual harassment and sexual discrimination will not be tolerated among students attending Salisbury Central School. It is the policy of the Board that any form of sexual harassment or sexual discrimination is forbidden, whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the Board. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public.

At all times the Board will enforce this policy as proscribed under Title IX and other relevant federal and state laws, as amended from time to time.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy.

Definitions:

Sexual discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment is any conduct that 1) is sexual nature, whether verbal or physical; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program.

Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Insulting or degrading sexual remarks or conduct;
2. Threats or suggestions that a student's submission to, or rejection of, unwelcome conduct will in any way influence a decision regarding that student;
3. Conduct of a sexual nature which substantially interferes with the student's learning or creates an intimidating, hostile, or offensive learning environment-such as the display in the educational setting of sexually suggestive objects or pictures.
4. Touching of a sexual nature, or sexual name-calling, sexual rumors, inappropriate public display of affection, too personal a conversation, corner/blocking gestures, jokes/cartoons/pictures, attempted rape or rape, pulling at clothes.
5. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Anyone who believes that they have been discriminated against in regard to any of the preceding styles may file a complaint that one's rights have been denied or violated.

Complaint Procedures: The Board of Education encourages victims of sexual harassment to report such claims promptly to the Building Principal or designee. Complaints shall be investigated promptly and corrective action taken when allegations are verified. Confidentiality shall be maintained, and no reprisals or retaliation shall occur as a result of good faith charges of sexual harassment.

Staff development for district administrators and other staff shall be provided. This policy shall be distributed annually to staff and students through district handbooks.

Sexual discrimination and/or sexual harassment may also constitute bullying behavior under state law and Board policy.

ASBESTOS MANAGEMENT PLAN

A formal asbestos management program has been in place at Salisbury Central School since 1986. The purpose of this program is to identify the asbestos-containing materials in our schools and to take steps to make sure these materials do not present an exposure hazard to the students, faculty, or staff.

The asbestos management program is implemented through the Salisbury Central School Asbestos Management Plan. This plan identifies the locations of the Asbestos-Containing Material (ACM) in our buildings and details our ongoing management program. The management plan also includes descriptions of previous asbestos inspections and our plans for repair or removal of damaged asbestos-containing materials.

Under our asbestos management program, the ACM listed in the management plans is inspected every six months to assure early detection of problem areas. Furthermore, each building is completely re-inspected once every three

years by a Connecticut-licensed asbestos inspector to make sure that all ACM is properly identified and that the asbestos management plan is up to date.

The asbestos management plan is maintained in the school office. A copy of the plan is also maintained in the Region One Superintendent's office. These plans are available for review during normal business hours.

Salisbury Central School has designated the Head Custodian as the person responsible for ensuring that the requirements of our asbestos management program are properly implemented. The Head Custodian can be contacted at 435-9871.

GREEN CLEANING

No parent, guardian, teacher, or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect. Please refer to the Board of Education/Policies section of the SCS website to read a description of our Green Cleaning procedures.

PESTICIDE APPLICATION

The Connecticut legislature passed a law (P.A. 09-56) banning lawn care pesticide applications on the grounds of day care centers, elementary and middle schools (grades 8 and lower) as a result of residents' concerns about children's health and the environment. This ban for elementary and middle schools went into effect on July 1, 2010. This ban prohibits the use of all U.S. Environmental Protection Agency (EPA) registered pesticides, including fungicides, herbicides and insecticides, labeled for use on lawn and/or ornamental sites at all CT day care centers and K-8 schools, including Salisbury Central School.

WELLNESS POLICY (# 5139)

It is the policy of the Salisbury Board of Education to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness ("Wellness Committee") to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Wellness Committee involves parents, students, representatives from the school food authority (i.e. any private company employed to provide food services), school administrators, the Board of Education, and members of the public.

A complete copy of the Wellness Policy is available for review at the main office at Salisbury Central School during normal business hours and is posted on the school's website under Board of Education/Policies.

STUDENTS WITH SPECIAL HEALTH CARE NEEDS (BOE Policy # 5141.25)

The focus of a School Food Allergy Management Plan shall be prevention, education, awareness, communication and emergency response. The management plan shall strike a balance between the health, social normalcy and safety needs of the individual student with life-threatening food allergies and the education, health and safety needs of all students. The School Food Allergy Management Plan shall be the basis for the development of the procedural guidelines that will be implemented at the school level.

The goals for the School Plan include:

1. To maintain the health and protect the safety of children who have life-threatening food allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care and provide appropriate educational opportunities.
2. To ensure that interventions and individual health care plans for students with life-threatening food allergies are based on medically accurate information and evidence-based practices.
3. To define a formal process for identifying, managing, and ensuring continuity of care for students with life-threatening food allergies across all transitions. (Pre-K-8)

It is the policy of the Board of Education to follow the guidelines developed and promulgated by the Connecticut Department of Public Health and Department of Education for students within the School with life-threatening food allergies. Such guidelines include (1) education and training for school personnel on the management of students with life-threatening food allergies, including training related to the administration of medication with a cartridge

injector, (2) procedures for responding to life-threatening allergic reactions to food, (3) a process for the development of individualized health care and food allergy action plans for every student with a life-threatening food allergy, and (4) protocols to prevent exposure to food allergens.

It is the Board's expectation that specific building-based guidelines/actions will take into account the health needs and well-being of all children without discrimination or isolation of any child. It is the Board's belief that education and open and informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children with life-threatening allergies to assume more individual responsibility for maintaining their safety as they grow, it is the policy of the Board that guidelines shift as children advance through the primary grades and through middle school.

The school's plan for managing students with life-threatening food allergies shall be posted on the school's website.

TELECOMMUNICATIONS/INTERNET ACCEPTABLE USE AGREEMENT/INTERNET USE AGREEMENT (BOE Policy # 6141.321)

Internet access is available to students and teachers in the School District.

The Board of Education believes the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to:

- 1) Electronic mail communication with people all over the world;
- 2) Information and news from NASA as well as the opportunity to correspond with the scientists at NASA and other research institutions;
- 3) Public domain software and shareware of all types;
- 4) Discussion groups on a plethora of topics ranging from Chinese culture to the environment to music to politics; and
- 5) Access to many University Library Catalogs, the Library of Congress and ERIC.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The School District has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information. We firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the district.

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that students are aware of the responsibilities they are about to acquire. In general this requires efficient, ethical and legal utilization of the network resources. If a district user violates any of these provisions, his or her privileges/account will be terminated and future access could possibly be denied. The signature(s) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

1) **Acceptable Use** – The purpose of the National Science Foundation Network (NSFNET), which is the backbone network to the Internet, is to support research and education in and among academic institutions in the United States by providing access to unique resources and the opportunity for collaborative work. The use of telecommunications/an electronic mail account must be in support of education and research and consistent with the

educational objectives of the School District. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities, product advertisement or political lobbying is prohibited.

2) **Privileges** – The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student who uses the Internet or who receives an account will be part of a discussion with a district faculty member pertaining to the proper use of the network.) System administrators will deem what is inappropriate use and the decision is final. Also, the system administrators may close an account at any time required. The administration, faculty, and staff may request the District Internet administrator to deny, revoke, or suspend specific user accounts.

3) **Network Etiquette** – All users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

Users should:

- a. Be polite and should not be abusive in messages to others.
- b. Use appropriate language and not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
- c. Not reveal their personal address or phone number or those of students or colleagues.
- d. Note that electronic (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Not use the network in such a way as to disrupt the use of the network by other users.
- f. Assume all communications and information accessible via the network to be private property.

4) The School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The district will not be responsible for any damages such as loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by negligence, errors or omissions. The district specifically denies any responsibility for the accuracy of quality of information obtained from the Internet.

5) **Security** – Security on any computer system is a high priority, especially when the system involves many users. Users who identify a security problem on the Internet must notify a system administrator or District Internet Administrator. Users should not demonstrate the problem to other users, nor use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

6) **Vandalism** – Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any of the above listed agencies or other networks that are connected to the NSFNET Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses. If there is any cost involved in repairing such vandalism, the cost will be assumed by the parent/guardian, or the student if he/she is 18 years or older.

TITLE IX POLICY (# 5145.44)

The Salisbury Board of Education (Board) policy is to maintain a learning and working environment free from any form of sex discrimination or sexual harassment. The Board agrees to comply with Title IX of the Education Amendments of 1972 and the Regulations as amended in the Final Rule promulgated pursuant thereto.

The Board, as required, shall respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment. Title IX applies to persons in this District because its education programs or activities receive Federal financial assistance. This policy applies to all of the District's programs or activities, whether such programs or activities occur on or off campus.

The District's response shall be triggered by notice to a Title IX Coordinator, or to an official with authority to institute corrective measures on the recipient's behalf, which charges a school with actual knowledge.

Definitions

Sex discrimination for purposes of this Title IX policy occurs when an individual, because of his or her sex, is denied participation in or the benefits of any program or activity receiving federal financial assistance. It includes when the District, as an employer, refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to such individual's compensation, terms, conditions or privileges of employment on the basis of the individual's sex.

Sexual harassment for purposes of this Title IX policy includes any of the three types of misconduct on the basis of sex, all of which jeopardize the equal access to education that Title IX is designed to protect:

1. Any instance of *quid pro quo* harassment by a school's employee;
2. Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person's equal access to the District's educational programs or activities; or
3. Any instance of sexual assault (as defined in 20 U.S.C.1092 (f)(6)(A)(v)), dating violence (as defined in 34U.S.C. 12291(a)(10)), domestic violence (as defined in 34U.S.C.12291(a)(8)), or stalking, (as defined in 34 U.S.C. 12291(a)(30).

(This definition does not make sexual harassment dependent on the method by which the harassment is carried out.)

Program or activity includes those locations, events, or circumstances over which the District exercises substantial control over both the alleged harasser (respondent) and the context in which the sexual harassment occurred.

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or to any employee of the school district.

Title IX Coordinator is the individual designated and authorized by the Board to coordinate the District's Title IX compliance efforts.

Deliberately indifferent means a response to a Title IX sexual harassment report that is not clearly unreasonable in light of the known circumstances.

Complainant is the individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent is the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal complaint is the document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment.

Document filed by a complainant is a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

Supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. These measures are without charge to a complainant or a respondent and may be offered before or after the filing of a formal complaint or when no complaint has been filed.

Notifications

The District shall notify all students, employees, applicants for admission and employment, parents or legal guardians of students, and all unions/bargaining units of the Title IX Coordinator's contact information. Such information shall include the name or title, office address, e-mail address, and telephone number of the Title IX Coordinator. The required contact information shall also be prominently displayed on District and school websites.

Reporting Procedures/Formal Complaint

Any person may report sex discrimination, including sexual harassment, whether or not the person reporting is the person alleged to be the victim of conduct that would constitute sex discrimination or sexual harassment. Such report may be made in person, by mail, by telephone, or by E-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Such report may be made at any time, including during non-business hours, by using the Title IX Coordinator's listed telephone number, e-mail address or by mail to the office address.

Any third party as well as the complainant may report sexual harassment. This includes parents and guardians of students.

At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed.

District/School's Mandatory Response Obligations

The District and its schools recognize its mandatory obligations to respond promptly to Title IX sexual harassment in a manner that is not deliberately indifferent, as defined. The following mandatory response obligations will be fulfilled:

1. Supportive measures shall be offered to the person alleged to be the victim ("complainant"). A respondent will not be disciplined without the District first following the Title IX grievance process, which includes investigating formal complaints of sexual harassment.
2. The Title IX Coordinator to discuss promptly with the complainant the availability of supportive measures, consider the complainant's wishes with respect to such measures, inform the complainant of the availability of such measures with or without filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
3. Follow a grievance procedure that complies with the Title IX Final Rule before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.
4. The rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment and Fourteenth Amendment shall not be restricted when complying with Title IX.
5. Sexual harassment allegations in any formal complaint will be investigated. The formal complaint can be filed by a complainant or signed by the Title IX Coordinator.
6. The complainant's wishes regarding whether the District/school investigates shall be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.
7. Compliance efforts, where applicable, to be coordinated with special education staff members.

If the allegations in a formal complaint do not meet the definition of sexual harassment contained within this policy, or did not occur in the District's educational program or activity against a person in the United States, the District will, as required, dismiss such allegations for purposes of Title IX but may still address the allegations in any manner deemed appropriate by the District.

Notice of Allegation to the Parties

The District shall provide notice to the parties upon receipt of a formal complaint and on an ongoing basis if the District decides to include additional allegations during the course of the investigation.

The notice shall inform the parties of the allegations that potentially constitute sexual harassment as defined in this policy and include the identities of the parties involved in the incident, sufficient details about the allegations, including the identities of the parties if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

The written notice shall also include notice of the applicable grievance process, and advise the parties that they may have an advisor of their choice and that the parties may inspect and review evidence obtained in the investigation.

The notice shall also inform the parties of any provisions in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Grievance Process

The District, as required, will utilize a consistent, transparent grievance process for resolving formal complaints of sexual discrimination and/or sexual harassment. Such process, as detailed in the administrative regulation accompanying this policy, applies to all District schools equally.

A presumption that the respondent is not responsible for the alleged conduct shall be maintained until a determination is made regarding responsibility at the conclusion of the grievance process.

Investigations

Allegations contained in any formal complaint will be investigated. Written notice shall be sent to both the complainant(s) and respondent(s) of the allegations upon receipt of the formal complaint.

During the grievance process and when investigating:

1. The burden of gathering evidence and burden of proof remains with the District.
2. The parties will be provided equal opportunity to present fact and expert witnesses and evidence.
3. The ability of the parties to discuss the allegations or gather evidence shall not be restricted.
4. The parties shall have the same opportunity to select an advisor of their choice, who may be, but need not be, an attorney.
5. The District shall send written notice of any investigative interviews or meetings.
6. The District shall send the parties, and their advisors, evidence directly related to the allegations, electronically or hard copy, with at least 10 days for the parties to inspect, review and respond to the evidence.
7. The District shall send the parties, and their advisors, an investigative report, electronically or hard copy, that summarizes relevant information with at least 10 days for the parties to respond.
8. After the District has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) shall afford each party an opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Note: The final Title IX regulations specify that the decision-maker(s) in the investigation and adjudications of formal complaints cannot be the same person as the Title IX Coordinator or investigator(s).

The District shall dismiss allegations of sexual harassment that do not meet the definition contained in this policy or if such conduct did not occur in a District educational program or activity against a person in the United States. Such dismissal is for Title IX purposes.

The District, in its discretion, may dismiss a formal complaint or allegations therein if the Title IX Coordinator is informed by the complainant in writing to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the District, or if specific circumstances prevent the District from gathering sufficient evidence to reach a determination.

The District shall give the parties written notice of a dismissal, mandatory or discretionary, and the reasons for such dismissal.

The District, in its discretion, may consolidate formal complaints where the allegations arise out of the same facts.

The privacy of an individual's medical, psychological, and similar treatment records will be protected. Such records

will not be accessed by the District unless the party's voluntary, written consent is obtained. [The District cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their recognized capacity or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so.]

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior, per the Title IX Final Rule, are considered irrelevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or offered to prove consent.

Standard of Evidence and Written Determination

The District's Grievance Process, as required by the Title IX Final Rule, shall state whether the standard of evidence to determine responsibility is the preponderance of evidence standard or the clear and convincing evidence standard. The District shall provide the same standard of evidence to all formal complaints of sexual harassment whether the respondent is a student or an employee, including a faculty member.

The Board has chosen to use as the District's standard of evidence the

- ☒ X preponderance of evidence standard. *(previous existing standard)*
- ☐ ~~clear and convincing evidence standard. *(a higher bar)*~~

The decision maker, who cannot be the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant.

Such written determination shall be sent simultaneously to the parties and include information about how to file an appeal.

Appeals

The District shall offer both parties an appeal from a determination regarding responsibility and from the District's dismissal of a formal complaint or any allegations therein, based on the following:

1. Procedural irregularity that affected the outcome of the matter;
2. Newly discovered evidence that could affect the outcome of the matter; and/or
3. Title IX personnel (Title IX Coordinator, investigator(s), or decision maker(s)) that had a conflict of interest or bias, that affected the outcome of the matter.
4. Additional reasons identified by the District and offered equally to both parties.

The District shall provide both parties a reasonable opportunity to submit a written statement in support of, or challenging the outcome. The appeal decision-maker shall issue simultaneously to the parties, a written decision describing the appeal result and the rationale for the result. *(The appeal decision-maker may not be the same person as the decision-maker(s) that reached the determination of responsibility or dismissal, the investigator(s) or the Title IX Coordinator.)*

Informal Resolution Process

The District may exercise the option to offer and to facilitate an informal resolution option, such as, but not limited to, mediation or restorative justice, provided both parties give voluntary, informed, written consent to attempt informal resolution.

The Board shall not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, the waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. The District will not require the parties to participate in an informal

resolution process and will not offer such process unless a formal complaint is filed.

At any time prior to agreeing to a resolution, the Board recognizes the right of any party to withdraw from the informal resolution process and to resume the grievance/investigative process with respect to the formal complaint.

The Board specifically prohibits the offering or facilitating of an informal resolution process to resolve any allegation that an employee sexually harassed a student.

Record Keeping

The District shall maintain for a period of seven years the records of each sexual harassment investigation, any disciplinary sanctions imposed on the respondent or remedies provided to the complainant; any appeal and the results of the appeal; informal resolution, if any, and the results of informal resolution; and the materials used to train coordinators, investigators, decision-makers and facilitators of informal resolution.

The District shall also create and maintain for a period of seven years records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, it shall be documented the basis or the conclusion reached and the measures taken to restore or preserve access to the District's educational program or activity. Reasons must be cited when supportive measures are not provided to a complainant.

Retaliation

The District shall maintain confidentiality regarding the identity of complainants, respondents, and witnesses, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), as required by law, or as necessary to carry out a Title IX proceeding.

The District expressly prohibits retaliation against any individual for exercising Title IX rights

No school or person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation or proceeding.

Complaints alleging retaliation may be filed according to the grievance procedures pertaining to sex discrimination.

The Board recognizes that the following does not constitute retaliation:

1. The exercise of rights protected under the First Amendment of the U.S. Constitution.
2. The charging of an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.

The charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Training

The Board shall provide and/or make available training for any person designated as a Title IX coordinator, investigator, and decision maker and any person designated to facilitate an informal resolution process. Such training shall include:

- The definition of sexual harassment under the new Final Rule
- The scope of the District's education programs and activities;
- The manner in which to conduct an investigation and grievance process, including appeals, hearings and informal resolution process, as applicable;

- How to serve impartially, including the avoidance of prejudgment of the facts at issue, conflicts of interest, and bias;
- The promotion of impartial investigations and adjudications of sexual harassment;
- A presumption that the respondent is not responsible for the alleged conduct until a determination is made regarding responsibility at the conclusion of the grievance process;
- Description of the range or list of the possible remedies the district may provide a complainant and disciplinary sanctions that can be imposed on a respondent, following determinations of responsibility;
- The utilization of the preponderance of evidence standard or the clear and convincing evidence standard;
- Issues of relevance of questions and evidence; and
- The creation of the investigative report to fairly summarize relevant evidence.

The District shall, as required, retain its training materials for a period of seven years and to make such materials available on its website (or upon request if the district does not maintain a website).

Nondiscrimination Notice

The Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons. The Board shall not discriminate on the basis of sex in the education programs or activities it operates. This policy of nondiscrimination in the education program or activity also extends to employment and admission.

Notice of the Board's nondiscrimination policy and grievance procedure, including how to file or report sexual harassment and how the District will respond shall be provided to applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the District.

This notice of nondiscrimination shall be posted on district and school websites and placed in any handbooks provided to the above cited groups.