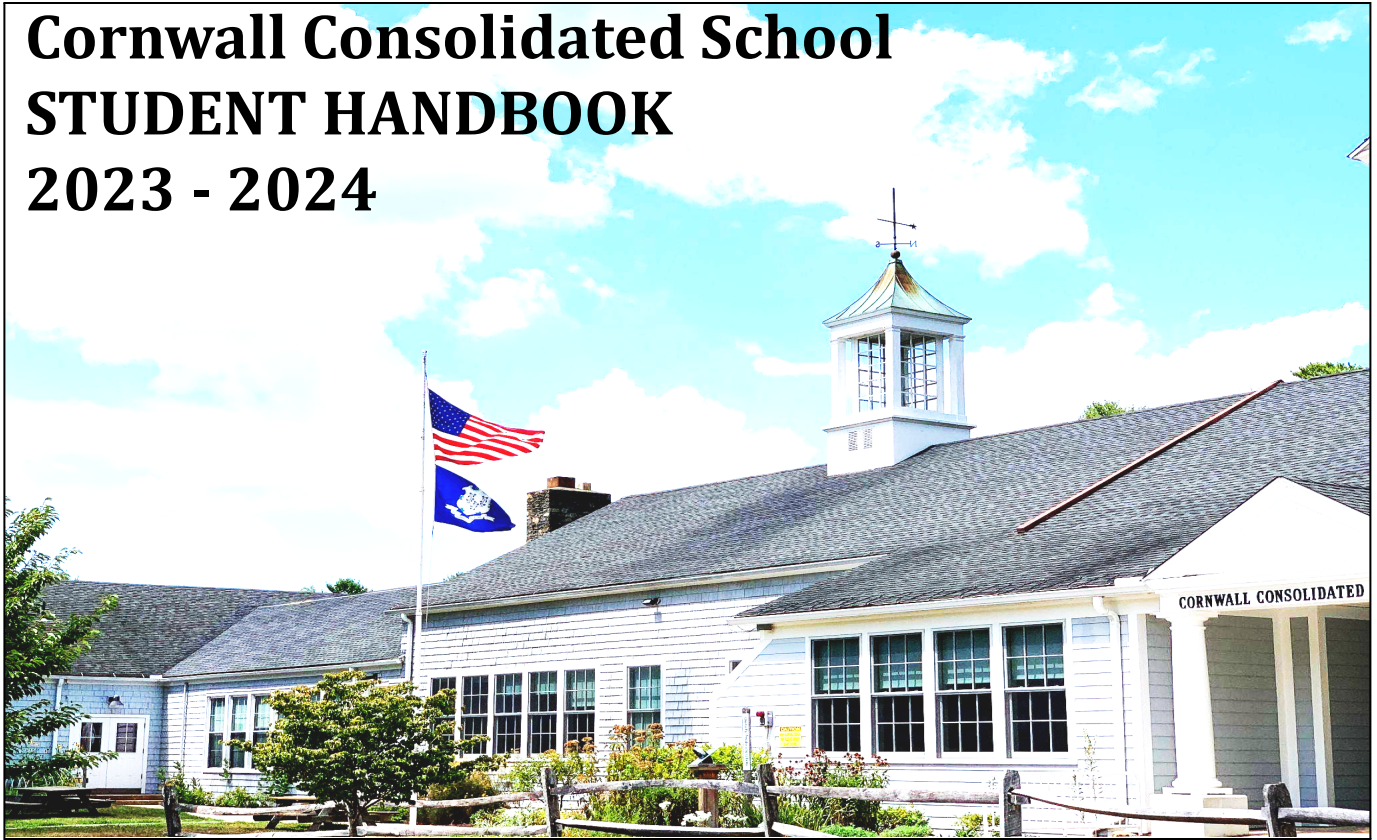


# Cornwall Consolidated School

## STUDENT HANDBOOK

### 2023 - 2024



### PREFACE

The material covered within this student handbook is intended as a method of communicating to students and parents general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may, therefore, be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time to time without notice.

This handbook is written for our students and their families. It contains required and useful information. Because this handbook cannot be as personal as we would like, we address students as “the student,” “students,” or “children.” Likewise, the term “the student’s parent” may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the CCS Student Code of Conduct, which is intended to promote school safety, responsibility, respect and to create an atmosphere conducive for learning.

# **TABLE OF CONTENTS**

*Click on a link to jump to the associated topic*

[THE REGION ONE SCHOOL DISTRICT](#)

[CORNWALL CONSOLIDATED SCHOOL](#)

[MISSION STATEMENT](#)

[SCHOOL PERSONNEL](#)

[ATTENDANCE, ARRIVAL AND DISMISSAL INFORMATION](#)

[ABSENCES](#)

[TARDINESS](#)

[BUS DISMISSAL PROCEDURE](#)

[PARENT DROP OFF AND PICK UP](#)

[LEAVING SCHOOL DURING THE DAY/Early Dismissal](#)

[Early Dismissal Procedure](#)

[SCHEDULED EARLY DISMISSAL DAYS](#)

[BUS SLIPS/CHILD CARE ARRANGEMENTS/PICK-UPS](#)

[STAYING AFTER SCHOOL](#)

[AFTERNOON BUS DROP OFF](#)

[SCHOOL CANCELLATIONS](#)

[DELAYED OPENINGS](#)

[EMERGENCY DISMISSAL](#)

[TRUANCY](#)

[STUDENT CODE OF CONDUCT](#)

[PHILOSOPHY](#)

[GENERAL SCHOOL RULES](#)

[FIELD TRIP EXPECTATIONS](#)

[HALLWAY EXPECTATIONS](#)

[LOCKER EXPECTATIONS:](#)

[PLAYGROUND/RECESS EXPECTATIONS](#)

[ASSEMBLY EXPECTATIONS:](#)

[SCHOOL BUS SAFETY:](#)

[SCHOOL DANCES](#)

[LOST AND FOUND/CARE OF PROPERTY](#)

MIDDLE SCHOOL ATHLETICS AND ACTIVITIES

INTERNET USE

STUDENT BEHAVIOR AND DISCIPLINE

SUSPENSION AND EXPULSION

HOMEWORK, HONOR ROLL, CONFERENCES

HOMEWORK

ABSENCE AND MAKE-UP HOMEWORK

ASSIGNMENT BOOKS

HONOR ROLL

PARENT CONFERENCES

TESTING

COMMUNICATION: CONCERNS AND COMPLAINTS

MEDIA ACCESS TO STUDENTS

HEALTH SERVICES

ADMINISTRATION OF MEDICATION

COMMUNICABLE/INFECTIOUS DISEASES

DISABILITIES

EMERGENCY MEDICAL TREATMENT

HOMEBOUND INSTRUCTION

HOMELESS STUDENTS

IMMUNIZATIONS

PHYSICAL EXAMINATIONS

SPORTS PHYSICALS

INSURANCE

WELLNESS POLICY

POLICIES AND MANDATED INFORMATION

BULLYING

SAFE SCHOOL CLIMATE PLAN

SEXUAL HARASSMENT

PESTICIDE APPLICATION POLICY

ASBESTOS HAZARD RESPONSE

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

STUDENT RECORDS

## THE REGION ONE SCHOOL DISTRICT

The Superintendent of Schools and staff may be reached at (860) 824-0855.

The Director of Pupil Services and staff may be reached at (860) 824-5639.

Ms. Lisa Carter, Superintendent  
Dr. Jeanine Rose, Assistant Superintendent  
Rebecca Gaschel-Clark, Director of Pupil Services  
Ms. Ashley Holmes, Supervisor of Special Education  
Samuel Herrick, Business Manager

### **Cornwall Consolidated School Office – (860) 672-6617**

The office is open from 8:00 a.m. to 4:00 p.m. every day that school is in session.

### **Cornwall Consolidated School Nurse's Office – (860) 672-6617 Ext. 304**

The nurse is available from 8:00 a.m. to 3:15 p.m. every day that school is in session.

## CORNWALL CONSOLIDATED SCHOOL

Cornwall Consolidated School (CCS) has approximately 100 pupils enrolled in kindergarten through eighth grade and is one of six elementary schools comprising the Region One School District.

Each kindergarten through fourth grade class has one teacher who is responsible for the teaching of basic subjects. Language arts, mathematics, science, social studies, and Spanish are taught by individual teachers in grades five through eight. Art, music, physical education (PE), library media, and technology skills are taught at all grade levels by specialists in those disciplines. Individual education programs for pupils with special learning needs are provided by Region One Pupil Services. The school is also served by a nurse, secretary, teaching assistants, and custodians.

### MISSION STATEMENT

CCS is a collaborative community that honors individuality, inspires creativity, and is dedicated to developing perseverance, excellence, and a passion for lifelong learning.

In pursuit of this mission, we believe:

- Students are most successful when family, school, and community work together.
- All students benefit from engaging, supportive, and challenging learning experiences that prepare them for their ever-changing world.
- A safe and respectful environment is essential for increasing student growth, responsibility, and independence.
- It is important to honor the history and values of our unique community while continuously improving teaching and learning.



## SCHOOL PERSONNEL

**Cathy Binkowski** - Grade 4 Teacher  
**Aaron Boucher** - Physical Ed./Health  
**Tom Brown** - Head Custodian  
**Kate Buckley** - Grade 3 Teacher  
**Candise Carlson** - Kindergarten Teacher  
**Angie Coleman** - Occupational Therapist  
**Tricia Collins** - Ed. Paraprofessional  
**Nicole Folino** - School Counselor  
**Kirsten Gray** - Grade 1 Teacher  
**Jandi Hanna** - Speech & Language Pathologist  
**Lynda Scarcella** - Special Education  
**Jennifer Hill** - Reading Interventionist  
**Anne Kosciusko** - Board Clerk  
**Karen Lindstrom** - Region One Psychologist  
**Leanne Maguire** - Principal

**Joseph Markow** - Middle School Science Teacher  
**Susana Martinez-Bauer** - Art & Spanish  
**Laura Munson** - Library Paraprofessional  
**Lusanna Munson** - Ed. Paraprofessional  
**Danielle Krueger** - Middle School Math Teacher  
**Kristi Pramuka** - Grade 2 Teacher  
**Clare Rashkoff** - Nurse  
**Patty Rovezzi** - Administrative Assistant  
**Lauren Stiles** - Middle School ELA Teacher  
**Jake Thulan** - Custodian  
**Alicia Simonetti-Shpur** - Music  
**Andrea Tarsi** - School Counselor  
**William Vincent** - Middle School Social Studies Teacher

## ATTENDANCE, ARRIVAL AND DISMISSAL INFORMATION

### **ABSENCES**

All parents are required to notify the school of their child's absence or tardiness. This will allow us to ensure that all students who start for school arrive here. The telephone number to report absences is 672-2939. Please call by 8:00 a.m.

### **TARDINESS**

Arrival after 8:25 a.m. is considered tardy. All students arriving after 8:25 a.m. must report to the main office for a hall pass to their class. Students should make every attempt to arrive at school on time. If tardiness persists, the student and his/her parents will be notified by letter and may be asked to come to school for a conference with the principal to discuss ways to achieve punctual attendance.

### **BUS DISMISSAL PROCEDURE**

Parents should send in a note at the beginning of the year to notify the school if their child(ren) will not be taking their assigned bus home. If their normal dismissal is to change you must send in a note stating that change. All notes must be handed in to the homeroom teacher.

### **PARENT DROP OFF AND PICK UP**

Parents who will be transporting their children regularly will be assigned a numbered spot in the upper parking lot prior to the start of the school year.

Drop off: Doors will open at 8:15 a.m. Parents should park in their assigned spot, and staff will come to each car and escort children safely to the building. If you arrive after 8:30 a.m., please ring the doorbell and your child will be buzzed in.

Pick-up: Dismissal will begin at 3:00 p.m. Parents should park in their assigned spots and wait for their child. Staff will escort students safely to the parking lot.

### **LEAVING SCHOOL DURING THE DAY/Early Dismissal**

It is the policy of the Board of Education to regard the hours at school to be of such importance to the education of each child that these should not be interrupted unnecessarily. However, if release time is necessary, parents must notify the school in writing of the time of pick-up and the name of the individual who will pick up the child.



#### **Early Dismissal Procedure:**

- Student(s) will be called to the office at their designated time of dismissal so they can sign out and their dismissal can be monitored.
- Last minute phone calls will not be accepted, except in the case of an emergency.
- All students must be signed out of the office by their parent or designated adult.

**SCHEDULED EARLY DISMISSAL DAYS:** Seven professional development sessions are planned for staff throughout the school year. School will be dismissed at 1:00 p.m. on those days. Students should order or bring their lunches as usual. If your child will not be attending school for the day, you may call the bus company, All-Star Transportation directly at 860-435-0352 to let the driver know. Please also inform the school to report your child's absence.

### **BUS SLIPS/CHILD CARE ARRANGEMENTS/PICK-UPS**

Parental permission is required for any changes in after school arrangements. If there is no parental permission for a change, the child will be sent home as usual. Parents should send a note if your child will not be taking their "assigned" bus home. Notes should be emailed to [provezzi@cornwallschool.org](mailto:provezzi@cornwallschool.org) or handed into the homeroom teacher. If you are coming in late for school and have a note for after school arrangements, please hand the note in at the office when you are signing in.

### **STAYING AFTER SCHOOL**

Students wishing to remain after school for a school-sponsored activity must have written parental permission. No child may stay after school without adult supervision. (Permission forms to play sports will be sent home at the beginning of each school year.) Practices are restricted to students involved in the sports program. Students remaining after school for non-school events must have written permission and adult supervision.

### **AFTERNOON BUS DROP OFF**

No student younger than first grade will be dropped off without a parent or designated adult visible to the bus driver.

## **SCHOOL CANCELLATIONS**

You should receive an email, text, or telephone call from our automated system when school is canceled or there is a delayed opening. Announcements will also be broadcast over the following radio stations: WTIC, WQQQ, WZBG Litchfield (97.3), WHCD (91.9) Sharon, and the following TV stations: WVIT (TV 30), WTNH (TV 8), WFSB (TV 3) and FOX (61).

## **DELAYED OPENINGS**

All delays will be 2 hours; school will begin at 10:25am.

## **EMERGENCY DISMISSAL**

In the event of an emergency dismissal due to storms, heating difficulty in the building, etc., it is very important that parents inform their child(ren) where they're to go if parents are not home. Unless notified, students will be dropped off at their regular bus stops. The Information Sheet/Emergency Numbers will also be used in the event of illness if the parent cannot be reached. Two emergency numbers are mandatory.

## **TRUANCY**

Regular school attendance is essential to the academic success of students. Therefore, it is the policy of the Board of Education to monitor school attendance so as to identify students who are truant or habitually tardy, and to enlist the cooperation of parents and, when necessary, the juvenile justice system, in order to address problems. Each of a student's first nine absences of a school year will be considered "excused" as long as parents notify the school of the reason for the absence. For the 10th absence and all subsequent absences to be considered "excused," for purposes of our record-keeping and reporting to the state on truancy, the following reasons are acceptable:

- student illness verified by a licensed medical professional (regardless of length of absence)
- observance of a religious holiday
- death in the family
- mandated court appearance
- extraordinary educational opportunity pre-approved by the school district

If your student approaches a tenth absence, please keep these changes in mind and call if you have questions. The practices described above are in accordance with Connecticut Board of Education policy.

## **STUDENT CODE OF CONDUCT**

## **PHILOSOPHY**

Students are expected to behave as responsible citizens of the Cornwall Consolidated School community. For this to become a reality, the combined efforts of students, parents, and school personnel are necessary. The behavioral expectations are based on four simple principles. Our students should:

1. Respect people and property.
2. Be prepared for class.
3. Maintain a positive attitude.
4. Follow directions.



## **GENERAL SCHOOL RULES**

Each individual class will develop its own rules and consequences which specifically relate to that class, its teacher, students and subject matter.

1. Students will show respect and obey all teachers and staff members.
2. Students will be polite and thoughtful towards his/her peers and teachers.
3. Students will come to all classes with required texts, notebooks, completed homework, writing instruments and any other materials required by the teacher.
4. Students will protect and respect school property, materials and equipment. Students will be responsible for replacing lost or damaged materials.
5. Students will wear appropriate clothing. Clothing which causes disruption to the school environment is not permitted. \*(Please note Dress Guidelines below.)
6. Students will always act in an orderly and safe manner. The student will keep their hands and feet to themselves. The student will refrain from inappropriate behavior.
7. The student is forbidden to bring skateboards, Heelys, scooters, ect.
8. Electronics such as game players, ipods, cameras and cell phones may not be used or out during school, except with specific permission from a teacher. Devices that are being used inappropriately will be confiscated and given to the principal; this includes audio and video recordings, which may only be made with explicit permission of the supervising teacher. The first time, the device will be returned to the student at the end of the day; the second time, the device will be returned to parents; the third time, the student will not be allowed to bring a device to school for the remainder of the trimester.
9. The student will work to maintain a safe environment.
10. No illegal items will be brought to school such as guns, knives, alcohol, cigarettes, matches, or drugs.
11. No backpacks are allowed in hallways and classrooms once classes begin.
12. No gum chewing in school or on school grounds.
13. No food is allowed near computer equipment.
14. Students will refrain from the use of profanity and obscene language.
15. No food or drink in gymnasium.



**\*Student Dress:** Clothing should not distract or interfere with the educational process, and should adhere to the guidelines below. Students wearing questionable apparel will be referred to the principal. The principal will make decisions concerning the appropriateness of dress based on the following guidelines. Consequences may include a verbal warning to students and/or call to the parents to request that a change of clothes be brought to school. If parents are unavailable clothes will be provided.

1. Shirts should be long enough so that no midriff will show and no backside will be exposed when sitting.
2. Tube, halter, backless tops, spaghetti straps, and muscle shirts are allowed only with another shirt over or under them. Spaghetti straps may be worn at formal occasions such as concerts and graduations.
3. Students shall not wear clothing that contains messages that are vulgar, offensive, obscene, or promote alcohol, tobacco, drug use or violence.
4. No see through garments or visible undergarments.
5. No hats or hoods are to be worn in the school building. Outdoor apparel must not be worn inside the school.
6. Short skirts/dresses are acceptable when shorts are worn underneath.
7. Sharp or spiked jewelry, belts or accessories may not be worn.

#### **FIELD TRIP EXPECTATIONS**

1. The student must hand in a signed permission slip by the date requested.
2. If no permission slip is received the student is not allowed to attend the field trip. The student is still expected to attend school and appropriate work will be given.
3. Eighth grade class trip: because of the significance of behavioral expectations to participate in out of state trips, students may lose the privilege of attending the trip based on in-school behavior.

#### **HALLWAY EXPECTATIONS**

1. The student will walk quietly in the hallways at all times.
2. The student will go quickly and quietly to their locker so as not to disturb other students.
3. The student will always act in an orderly and safe manner. The student will keep their hands and feet to themselves.
4. The student will refrain from inappropriate behavior and language.
5. The student will show respect for the personal property of others.
6. The student may not eat in the hallways.

#### **LOCKER EXPECTATIONS:**

1. Lockers will be assigned at the beginning of the year.
2. Students may not share or switch lockers without permission.
3. The upkeep and cleanliness locker is the responsibility of the assigned student.
4. Lockers remain the property of the school and are subject to inspection at any time.
5. Students may only use their lockers at designated times during the day.

## **PLAYGROUND/RECESS EXPECTATIONS**

Students should always be encouraged to be inclusive and include others in the activities or games they are playing.

### General:

1. Students will walk down to recess either on blacktop pathway in front of school or in hallways
2. Students will not walk on stone walls
3. Students will not climb trees or fences
4. Students will stay in blacktop/playground or field (where grass is mowed)
5. Students will not go around the corner of the school at the top of sledding hill and go behind school
6. Students will not go outside of fenced area for any reason
7. Students will not play on or sit on memorial rock near the third base line of the softball/kickball field.
8. Students should not run with or play games with sticks.
9. Students should not play on the swing frame near picnic tables
10. Two loud whistles means to line up.
11. Inappropriate language will not be tolerated



### Playground:

1. Handrails are for hands not feet. Students should not be walking on handrails.
2. Monkey bars are for hands. Students should not be hanging by feet or lying on the monkey bars.
3. Students should use ladders, rock wall, or web to get onto and off of equipment. Students should not jump off of any platform that is higher than their head.
4. Students can use the slide to get off of equipment but may not use the slide to get onto equipment. (Only go down the slide do not go up the slide)
5. Students should use the slide feet first and seated.

First time a student is not meeting expectations they will be sent to sit on the wall. Second offense they will be sent to the office. A student may be sent to the office if their behavior is severe.

## **ASSEMBLY EXPECTATIONS:**

1. The student will enter and leave the gym in an orderly and quiet manner.
2. The student will remain in their assigned area.
3. The student will respond in a positive and appropriate manner.

## **SCHOOL BUS SAFETY:**

Cornwall provides bus transportation for students who live within the town of Cornwall. Conduct while on a bus must not disrupt the orderly environment of other riders or create a safety hazard. Misbehavior on a bus will result in losing transportation privileges. The following rules and procedures should be adhered to at all times:

1. Leave home early enough to arrive at the bus stop on time.
2. Wait for the bus in a safe place - well off the roadway.
3. Enter and exit the bus in an orderly manner.
4. Remain seated while the bus is in motion.
5. Follow the instructions of the bus driver.
6. Keep hands, arms and other body parts inside the bus.
7. Keep the bus aisles clear at all times. Put books or bundles where they will not slide or fall. Keep feet and legs out of the aisles.
8. Keep conversations in normal tones of voice. A sudden scream or yell is especially dangerous.
9. Get permission before opening windows and do not lean against them. Often windows are built to pop out under pressure in case of accidents.
10. Try to find other means of transport for big or large bulky items. Pets do not belong on buses.
11. Save snacks and homework for later. Sudden stops can cause choking if eating a snack or could result in sending an object into another rider which may cause injury.
12. Do not distract the driver by crowding, pushing or throwing objects either in or from the bus.
13. Maintain an attitude of helpfulness and cooperation.
14. Remember rules governing behavior in school apply while on the bus as well.
15. Snowboards/skis are not allowed on the school buses due to safety reasons. (However, transportation for the equipment for the ski programs from school to/from Mohawk will be provided.) Large plastic sleds are prohibited.
16. Be alert to traffic when leaving the bus.
17. Personal technology (cell phones, music players, etc.) may be used with driver permission. Phone calls, taking photos, and sharing devices are not allowed. No music that is audible to others is allowed.



Some buses are equipped with video cameras; video recordings may be used for disciplinary purposes.

## **SCHOOL DANCES**

1. All rules governing behavior in school apply at dances. All building use regulations must be adhered to as well.

2. All Cornwall students in grades seven and eight may attend Regional dances.
3. Students will stay within the areas set aside for the dance.
  - a. Children are not allowed behind the curtain or backstage.
  - b. Students are not allowed in any part of the building except in the gym, hallway outside the gym, and the restrooms. The only exceptions to this are students on clean-up and food committees when they are doing their assigned tasks.
4. Once in the building, students will remain inside.
5. Students should use school facilities and equipment in a reasonable and responsible manner.
6. Students should leave the school building and facilities in as good or better condition than they found them.
7. Permission must be granted by the chaperones for use of the school phone.
8. Students should make arrangements with their parents to be picked up promptly after the dance.
9. All Regional Dances are held between the hours of 7:00 p.m. and 9:30 p.m.

### **LOST AND FOUND/CARE OF PROPERTY**

Articles of clothing, books and personal items found on school grounds are placed in the office (PLEASE CHECK FREQUENTLY if you have lost an item). Periodically, unclaimed items are displayed in the front hall of the school at dismissal time. If items are still not claimed, they are given away. In order to avoid the loss of expensive items, parents should label their children's personal items including lunch boxes, notebooks, and articles of clothing.



Students are expected to treat Cornwall Consolidated School as though it belongs to them, which in a sense it does. This applies not only to the building and grounds but also to all books and materials distributed to them. Pupils will be held responsible for the proper care of books, supplies and all equipment. The parents are financially responsible, by statute, for damage done by their children. The Board of Education will hold accountable any parent whose child has been responsible for damage or loss of any school property. If, at the end of the year, damages to or loss of school property are not reimbursed or returned the student's report card will be withheld.

### **MIDDLE SCHOOL ATHLETICS AND ACTIVITIES**

The Region One Regional Middle School Athletic and Activities program is student-centered and a part of the student's total educational experience. The program is designed to provide positive learning opportunities for each student who participates and to help

unite our students as one community. Students will benefit from the development of leadership, teamwork, social skills, self-discipline, and integrity. Decision-making skills, good citizenship, good sportsmanship, and the promotion of individual maturity should also result from participation. Everyone involved, including students, coaches/advisors, and spectators, is expected to support Region One's belief in sportsmanship and integrity. (updated January, 2022)

[MSAAP Guide](#)

## **INTERNET USE**

### **CCS Policy 6141.321 Telecommunications/Internet Acceptable Use**

The school district believes in the educational value of communications, the Internet, and electronic information services, and recognizes their potential to support its educational program, the curriculum, and student learning. Resource sharing, communications, and innovation capabilities for both students and teachers have been increased with access to telecommunications and to the Internet. The District will make every effort to protect students and teachers from any misuses or abuses as a result of experience with an electronic information service. It is therefore imperative that members of the school community conduct themselves in a responsible, decent, ethical, and polite manner while using any network. Further, they must abide by all local, state and federal laws.

#### **Guidelines for General Use**

It is important to recognize that with increased access to computers and people all over the world also comes the availability of controversial material that may not be considered of educational value in the context of the school setting. Further, the District recognizes the importance of each individual's judgment regarding appropriate conduct in maintaining a quality resource system. While this policy does not attempt to articulate all required or proscribed behavior, it does seek to assist in such judgment by providing the following guidelines.

1. All use of the Internet, electronic services or any telecommunications network must be to support educational objectives or research.
2. Any electronic mail accounts shall be used only by the authorized owner of the account. Account owners are ultimately responsible for all activity under their account.
3. All communications and information accessible via a network should be assumed to be private.
4. Any use of the district's computing resources or networks for illegal or inappropriate purposes accessing materials that are objectionable in a public school environment, or supporting such activities, is prohibited. Language that is deemed to be vulgar is also prohibited. Illegal activities shall be defined as a violation of law with respect to the intended use of the service or network. Inappropriate use shall be defined as a violation of the intended use of the service or network.

Objectionable is defined as materials that are identified as such by the rules and policies of the Board of Education that relate to curriculum materials and textbook adoption.

5. Any use of telecommunication opportunities for commercial purposes, financial gain, product advertisement, political lobbying, or attempt to disrupt the use of the services by others, is prohibited.

6. The Board of Education has no control over the information on the Internet. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people.

7. Violations of the provisions stated in this policy may result in suspension or revocation of access privileges to the Internet, electronic services or district networks.

The Principal shall have the responsibility for implementing this policy, establishing procedures, and supervising access privileges.

### **Guidelines for Student Use**

Student use of electronic services is considered to be a privilege.

Students in grades K-8 who wish to use electronic services and networks that are available to them may do so provided that they:

1. Read and agree to the Acceptable Use Policy;
2. Sign Internet Use Agreement (contract);
3. Obtain the signature of one parent/guardian on the contract; and
4. Submit the completed contract to the designated person in each building.

Any parent or student who wishes to appeal any decision relative to Acceptable Use Policy should contact the District Internet Administrator.

Legal References: Connecticut General Statutes 51a-182b Harassment in the first degree: Class D Felony (as amended by PA 95-143 20 U.S.C. Section 6777, No Child Left Behind Act 20 U.S.C. 254  
Children's Internet Protection Act of 2000 47 U.S.C.  
Children's Online Protection Act of 1998 - *Adopted by the Cornwall BoE on June 15, 2022*

## **STUDENT BEHAVIOR AND DISCIPLINE**

For infractions of the rules, the following consequences may occur:

1. Verbal warning
2. Lunch detention- lunchtime apart from peers
3. Referral to principal

4. Parent contact
5. School chores
6. Loss of privileges
7. After-school detention
  - a. If a student skips a detention, that detention plus an additional one will be served.
  - b. Parents are responsible for the transportation of their child following detention.
8. In-school suspension
9. Out-of-school suspension
10. School expulsion

Parents will be notified of all after-school detentions and suspensions.

Video surveillance footage may be used by the principal or his/her designee as part of a disciplinary investigation.

## **SUSPENSION AND EXPULSION**

### **CCS Policy 5114 D. Suspension and Expulsion**

A student may be suspended (in-school) or suspended (out-of-school) or expelled for conduct on school property or at a school-sponsored activity that endangers persons or property, violates 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 or 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, such as 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. Use of tobacco products in any form.

#### **E. 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.

#### **F. Mandatory Expulsion**

It shall be the policy of the Board to expel a student 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 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, black jack, 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.

### **HOMEWORK, HONOR ROLL, CONFERENCES**

#### **HOMEWORK**

Teachers will strive for a balance between the following types of assignments.

1. Practice – given to help students master specific skills and to reinforce material presented in class

2. Preparation – given to prepare students for upcoming lessons
3. Extension – given to decide if students can transfer new skills and ideas to new situations. Extension assignments require abstract thinking skills.
  - Students in compacted math classes may have a higher level of homework

**ABSENCE AND MAKE-UP HOMEWORK**

Middle school students are responsible for making up work in a reasonable amount of time when they are absent. Generally, the number of days for make-up(s) is equal to the number of days absent. The student should discuss making up work from prolonged absences with teachers.

For students who wish to find out what assignments have been missed, the first step is for students to email their teachers directly to ask what they missed in class and what work should be made up. *In some cases, teachers may direct students to a Google Classroom assignment or email them something that can be completed at home before returning to school. In other cases, teachers may ask the student to touch base with them when they return to school.* Students who feel they need some additional in school time to get caught up on missing assignments may request to be assigned to TCB (Taking Care of Business) during WIN or attend Homework Club when they return to school, especially when returning from a prolonged absence.

In the case of family trips, while teachers can give some advance assignments, it is the middle school student’s responsibility to find out what happened while they were gone, collect all homework assignments, do any additional assignments and get the notes that were missed. Learning to take responsibility for one’s work is an important part of growing up and a vital skill.

**ASSIGNMENT BOOKS**

All students in grades five through eight are issued assignment books. The assignment book is a tool for helping students complete their homework. It is also designed to teach organization and study skills. The habits that students develop during their time at CCS will set the tone for their studies in future years. Therefore, the staff encourages all parents to check their children’s assignment books regularly.

**HONOR ROLL**

**Honor Roll - Grades 5-8**

Subjects are weighted in honor roll calculations based on the number of class meetings across the trimester.

<b>Category</b>	<b>Achievement and Learning Practice Expectations</b>
-----------------	---

	<b>Academic Achievement - Core Academic Subjects and Unified Arts</b>	<b>Characteristics of a Successful Learner</b>
Highest Honors	<ul style="list-style-type: none"> <li>● All As and 4s</li> <li>● No Bs, Cs, or NYPs</li> </ul>	<ul style="list-style-type: none"> <li>● All 4s</li> <li>● No 1s, 2s, 3s</li> </ul>
High Honors	<ul style="list-style-type: none"> <li>● A majority of As and 4s</li> <li>● No Cs, 2s, 1s or NYPs</li> </ul>	<ul style="list-style-type: none"> <li>● A majority of 4s</li> <li>● No 2s, 1s</li> </ul>
Honors	<ul style="list-style-type: none"> <li>● A combination of As and Bs and 4s and 3s</li> <li>● No Cs, 2s 1s or NYPs</li> </ul>	<ul style="list-style-type: none"> <li>● A combination of 3s and 4s</li> <li>● No 2s, 1s</li> </ul>

Core Academic Subjects - English/Language Arts, Math, Science, Social Studies and World Languages

Unified Arts/Special Subjects - Art, Music, Physical Education, and Computer Science

### **PARENT CONFERENCES**

Parents are encouraged to become partners in their child’s educational success. Conferences with teachers will be held in October this year and Student Led Conferences will be held in March.

Parents and students, as well as teachers, counselors or administrators may initiate a conference at any other time during the year.

### **TESTING**

The Smarter Balanced Assessment Consortium and Next Generation Science Standards tests will be administered April, May, and June for grades 3-8. This testing is designed to provide the school and parents with information about student progress. Other diagnostic instruments may be utilized throughout the year to assess on-going improvement.

## **COMMUNICATION: CONCERNS AND COMPLAINTS**

Parents are important members of the learning team. The degree to which you and your child’s teachers are able to work in mutual respect and cooperation will be a big factor in determining your child’s success at school. The following procedures should help you in getting answers to questions and concerns.

1. If you have a problem or hear something that concerns you, contact the teacher at school. Teachers value your input and are eager to listen to your concerns. Sometimes problems that could be easily solved are made worse by lack of information, rumor, gossip and hearsay. **The best place to get first-hand information is from the teacher.**
2. If, after trying to problem-solve with the teacher, you feel there is a lack of understanding or the problem persists, ask the principal’s help as a facilitator in solving the problem. In the rare case that you are still unable to arrive at an understanding, complaints can be registered at the superintendent’s office.
3. Teachers also need you to listen. If they see your child is having academic, social or emotional troubles they will be in touch immediately, and you can expect an honest and forthright attempt to communicate and find solutions together.

## **MEDIA ACCESS TO STUDENTS**

### **Policy 1112.5 Media Access to Students**

Schools are public institutions serving the educational needs of the community. The Board recognizes the important role the media serves in reporting information about the district's program, services, and activities. Therefore, the district will make every reasonable effort to provide media access to students. The principal shall be authorized to grant permission and set parameters for media access to students in the school. The media may interview and photograph students involved in instructional programs and school activities including athletic events, provided their presence will not be unduly disruptive and shall comply with Board policies and district goals. To ensure that publicity is coordinated with a common effort and purpose, the following shall be followed with news media:

1. Media representatives shall be required to report to the administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public.
  
2. Media representatives wishing to photograph or identify particular students, must receive parental or guardian approval directly or through the school office. Such permission shall not be required before photographs, videotapes, and/or articles referring to students involved in athletic or other public events may be published. Blanket permission may be given by guardians at the start of the year.
  
3. Parents/guardians who do not want their student interviewed, photographed or videotaped by the media shall inform the school principal accordingly.
  
4. Information obtained by media representatives directly from students does not require parental approval prior to publication by the media. Parents/guardians who do not want their student interviewed or photographed by the media may direct their student accordingly.
  
5. District employees may release student information to the media only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information. Parents/guardians will be advised of the district's Media Access to Students policy at the time of the student's registration and each fall in the student/parent handbook.

Legal Reference: Connecticut General Statutes 1-19(b)(11) Access to public records. Exempt records. 10-209 Records not to be public. Federal Family Educational Rights and Privacy Act, Sec. 438, 20 U.S.C. Sec 1232g (1988). Education of the Handicapped Act of 1975, as amended and renamed Individuals with Disabilities Education Act.

## **HEALTH SERVICES**

The school health office is designed to provide care to students who become ill or are injured while in school.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. The school performs annual hearing and vision screening and height and weight measurements. Students in grades 5 through 8 are screened annually for scoliosis (curvature of the spine), if not screened by a private physician. Parents are notified of any deviation from the norm and recommendations are given for follow-up. It is likewise important that parents notify the school nurse in the event of a student's illness or exposure to highly contagious disease. Exposure to an illness, assuming the student remains well and free of symptoms, rarely requires a student to remain at home. It is however extremely useful information about illnesses potentially circulating in the community.

If a student is to be excused or limited for an extended period from participation in school activities, they are required to bring a statement signed by a physician (MD/DO), PA, or APRN. The school nurse is available to parents and students for conferences regarding health issues. All students excluded from physical education for more than one (1) class period must have a written note from a physician.

### **ADMINISTRATION OF MEDICATION**

Parents of students requiring medication during school must contact the school nurse. Special forms are required to permit the administration of any oral medicine other than acetaminophen (Tylenol), ibuprofen, calcium carbonate (Tums), or, in the event of significant allergic reaction only, diphenhydramine (Benadryl).in school. This includes all over the counter medication such as allergy and cough medicines. These forms must be signed by both the parent and the physician. Tylenol(acetaminophen) and ibuprofen can be administered only with a parent's signature on the annual CCS Health Form. These forms are available in the health office.

All medication must be in the original container with proper labels. In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

### **COMMUNICABLE/INFECTIOUS DISEASES**

Students with any medical condition which within the school setting may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from

the school nurse. Children who have a fever over 100 degrees or have experienced vomiting or repeated diarrhea in a 24-hour period must not attend school.

Students must be fever free (<100F, without the use of fever reducing medication), without any vomiting or diarrhea, and tolerating a regular diet before returning to school. Parents may be required to submit medical documentation that their child has recovered sufficiently to prevent exposing others.

### **DISABILITIES**

The school district will not discriminate on the basis of disability as required under ADA, IDEA and Section 504 and C.G.S. 10-76a and any similar law or provision.

### **EMERGENCY MEDICAL TREATMENT**

Parents are asked each year to complete a new emergency information form for each individual child for use by the school in the event of a medical emergency.

### **HOMEBOUND INSTRUCTION**

Home instruction is available to students who are unable to attend school for medical and/or mental health reasons for a period of two weeks or longer as diagnosed by a physician, psychiatrist or the Planning and Placement Team. Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons. For more information, contact Rebecca Gaschel-Clark, Director of Pupil Services.

### **HOMELESS STUDENTS**

Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children is Rebecca Gaschel-Clark, Director of Pupil Services.

### **IMMUNIZATIONS**

All students attending public school in Connecticut must receive all immunizations as required by the Connecticut Department of Public Health. As of April 28, 2021, religious exemption from required school immunizations is no longer an option. Medical exemption from immunization(s) is rare, and granted only when a physician provides to school written documentation that immunization is contraindicated due to a student's medical history.

Parents or guardians of any children unable to have the mandated immunizations prior to initial school entry and the boosters as required in the later grades may have the immunizations, on the recommendation of the Board of Education, be paid by the town.

In addition to the required immunizations for initial entry into school, additional immunizations are required for entry into seventh grade and for entry into eighth grade. The school must enroll any homeless student even if the student is unable to produce the required medical and immunization records.

For further information regarding immunizations contact Clare Rashkoff, School Nurse.

### **PHYSICAL EXAMINATIONS**

All students must present evidence of a physical examination upon enrollment to Cornwall Consolidated School (C.G.S. 10-206). Health assessments are required for all students in kindergarten and grade 6. If a homeless student, as defined by federal statute, lacks

immunization/medical records, the school will enroll the child and refer the parent/guardian to the district's homeless liaison.

## **SPORTS PHYSICALS**

All students participating in school sports (practices and games) are required to have a physical on file in the health office. For students participating on a school sports team, a physical exam is required every twelve months.

## **INSURANCE**

An optional accident insurance plan is offered at a low cost each year. A pamphlet will go home with each child at the beginning of the school year with more information.

## **WELLNESS POLICY**

### **POLICY 6142.101 Student Nutrition and Physical Activity (School Wellness Policy)**

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities, and meal programs. When applicable, in accordance with federal and state law, it is the policy of the Board of Education to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the "Connecticut Nutrition Standards for Foods in Schools," whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, the District will, as required, review and consider evidence-based strategies and techniques.

### **Goals for Nutrition Education**

The goals for addressing nutrition education include the following:

- \*Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- \*Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- \*Nutrition education will be part of the District's comprehensive school health education curriculum and will be integrated into other classroom content areas, as appropriate. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks.

### **Goals for Physical Activity**

The goals for addressing physical activity include the following:

- \*Schools will support and promote an active lifestyle for students.
- \*Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.

\*Unless otherwise exempted, all students will be required to engage in the District's physical education program.

\*Recess and other physical activity breaks; before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by the Board.

\*As a best practice, the District will work toward providing sixty minutes of physical activity daily for students.

## Nutrition Guidelines for Foods Available in Schools

The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter).

All sources of food sales to students at school must comply with the "Connecticut Nutrition Standards for Food in Schools" including, but not limited to, cafeteria a la carte sales, vending machines, school stores, and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The stricter requirements where different between the state and federal regulations must be followed. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

This also includes foods and beverages sold in schools during the day for such events as school fundraisers.

## Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA "Smart Snacks in School" nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

## Monitoring

The Board designates the Principal or their designee to ensure compliance with this policy and its administrative regulations. They are responsible for retaining all documentation of compliance with this policy and its regulations, including, but not limited to the District's three-year assessment and evaluation report and this wellness policy and plan. The Principal will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of the Board's three-year assessment and evaluation.



The Principal shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy.

The Principal or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. The District, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

### Non-sold Foods and Beverages

It is recommended that non-sold foods and beverages brought into the schools by students and other persons for such events as birthdays and classroom celebrations shall comply with federal nutrition standards.

### Community Input

The Principal or designee will invite suggestions and comments concerning the development, implementation, periodic review, and improvement of the District Wellness Policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public. This is best achieved through the establishment of a standing wellness committee, with membership as listed above. Efforts shall be made to improve community involvement.

### Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Board of Education designates the Principal as the person who will be responsible for ensuring that the District meets the goals outlined in this policy. To ensure continuing progress, the District will evaluate implementation efforts and their impact on students and staff at least every three years.

The District will make available to the public an assessment of the implementation, including the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of this policy.

The District Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and the Board's website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of the District's progress in meeting the Wellness Policy goals; summary of the District's wellness events or activities; contact information for the leader(s) of the Wellness Policy team; and information on how individuals and the public can get involved.

Legal References: Connecticut General Statutes 10-16b Prescribed courses of study

10-215 Lunches, breakfasts and the feeding programs for public school children and employees 10-221 Boards of education to prescribe rules, policies and procedures 10-215a Non-public school participation in feeding program 10-215b Duties of state board of education re: feeding programs 10-216 Payment of expenses 10-215e Nutrition standards for food that is not part of lunch or breakfast program 10-215f Certification that food meets nutrition standards 10-221o Lunch periods. Recess 10-221p Boards to make available for purchase nutritious, low-fat foods 10-221q Sale of beverages  
Regulations of Connecticut State Agencies 10-215b-1 Competitive foods  
10-215b-23 Income from the sale of food items National School Lunch Program and School Breakfast Program; Competitive Food Services (7 CFR Parts 210.11 and 220.12) The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265 Nutrition Standards in the National School Lunch and School Breakfast Programs, 7 CFR Parts 210 & 220 Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751 Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004) School Breakfast Program, 7 C.F.R. Part 220 (2006)  
National School Lunch Program or School Breakfast Program: Nutrition Standards for All Foods Sold in School (Federal Register, Vol. 78, No. 125, June 28, 2013)

Adopted by the Cornwall BoE: January 19, 2022

## **POLICIES AND MANDATED INFORMATION**

### **BULLYING**

**POLICY 5131.911** The Cornwall Board of Education (the “Board”) is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the Board expressly prohibits any form of bullying 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.

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

For purposes of this policy, “**Bullying**” means an act that is direct or indirect and severe, and/or a series of actions that are persistent or pervasive, which:

- (1) causes physical or emotional harm to an individual;
- (2) places an individual in reasonable fear of physical or emotional harm; or
- (3) infringes on the rights or opportunities of an individual at school.

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

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

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

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

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

and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;

(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;

(8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation described in subdivision (4), above (A) of the results of such investigation, and (B) verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the Board;

(9) require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;

(10) require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;

(11) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

(12) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

(13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

(14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

(15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

(16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by 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, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

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

(18) require that all school employees annually complete the training described in Conn. Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and response to bullying.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

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

As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of

students based on such students' (1) actual or perceived differentiating characteristics, 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 (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under Connecticut General Statutes §§ 10-4a and 10-4b, as developed and provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative.

Legal References: Public Act 19-166 Public Act 21-95 Conn. Gen. Stat. § 10-145a Conn. Gen. Stat. § 10-145o Conn. Gen. Stat. § 10-220a Conn. Gen. Stat. § 10-222d Conn. Gen. Stat. § 10-222g Conn. Gen. Stat. § 10-222h Conn. Gen. Stat. § 10-222j Conn. Gen. Stat. § 10-222k Conn. Gen. Stat. § 10-222l Conn. Gen. Stat. § 10-222q Conn. Gen. Stat. § 10-222r

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

*Policy Adopted by the Cornwall BoE September 21, 2022*

## **5131.911R SAFE SCHOOL CLIMATE PLAN**

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

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

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

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against

whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

## II. Definition of Bullying

- A. **"Bullying"** means an act that is direct or indirect and severe, persistent or pervasive, which:
  - (1) causes physical or emotional harm to an individual;
  - (2) places an individual in reasonable fear of physical or emotional harm; or
  - (3) infringes on the rights or opportunities of an individual at school.
- B. Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

## III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system.
- C. **"Emotional intelligence"** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.

- D. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
- E. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
- F. **“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 the Board.
- G. **“Positive school climate”** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.
- H. **“Prevention and intervention strategy”** may include, but is not limited to,
- (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education,
  - (2) school rules prohibiting bullying, 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 is likely to occur,
  - (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,
  - (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees,
  - (6) school-wide training related to safe school climate,
  - (7) student peer training, education and support,
  - (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and



- (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- I. **“School climate”** means the quality and character of school life based on patterns of students’, parents’ and guardians’ and school employees’ experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.
- J. **“School employee”** means
  - (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or
  - (2) any other individual who, in the performance of the individual’s 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 Board.
- K. **“School-Sponsored Activity”** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board.
- L. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
- M. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

#### IV. Leadership and Administrative Responsibilities

##### A. Safe School Climate Coordinator

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

- (1) be responsible for implementing the district’s Safe School Climate Plan (“Plan”);
- (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;

- (3) provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying; and
- (4) meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

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

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

- A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:
- (1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
  - (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
  - (3) medical and mental health personnel assigned to such school; and
  - (4) in the case of a committee for a high school, at least one student enrolled at the high school who is selected by the students of such school in a manner determined by the school principal.

Note: A middle school committee may include a middle school student

- B. The Committee shall:
- (1) receive copies of completed reports following bullying investigations;
  - (2) identify and address patterns of bullying among students in the school;
  - (3) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying,
  - (4) review and amend school policies relating to bullying;

- (5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
  - (6) educate students, school employees and parents/guardians on issues relating to bullying;
  - (7) collaborate with the Coordinator in the collection of data regarding bullying; and
  - (8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian or student serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to, receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

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

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (*i.e.*, building principal or designee), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

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

## VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying; the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, Cornwall Public School will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school

to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitations may be made simultaneous with the notification described above in Section VII.A.

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

E. Notice to Law Enforcement

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

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

## **VIII. Teen Dating Violence**

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

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

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

**IX. Documentation and Maintenance of Log**

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

**X. Other Prevention and Intervention Strategies**

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying" or "teen dating violence," as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the

professional discretion of the building principal (or responsible program administrator or designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions, which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

(1) Non-disciplinary interventions

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

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

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

(2) Disciplinary interventions

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

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

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

(3) Interventions for bullied students and victims of teen dating violence

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

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

(4) General prevention and intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional



employees in each school. Such prevention and intervention strategies may include, but are not limited to:

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

- (k) Use of peers to help ameliorate the plight of victims and include them in group activities;
  - (l) Avoidance of sex-role stereotyping;
  - (m) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
  - (n) Modeling by teachers of positive, respectful, and supportive behavior toward students;
  - (o) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
  - (p) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
  - (q) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

## **XI. Improving School Climate**

Cornwall Consolidated School believes that a positive climate supports staff and student sense of safety and contributes to a more effective educational environment. Toward that end, the school has implemented the following programs and activities to support a safe school climate:

- Daily Morning Meetings in every homeroom. All students & staff participate in a morning meeting to start the day on a positive note.
- Daily Morning announcements by grade 8 students who share with community a weekly quote around Habits of Mind, joke of the day, daily trivia, and lead the chant of the CCS Community Commitments
- Culture & Climate Team meets monthly and plans Schoolwide Community Building Activities such as Spirit Weeks, Winter Sports Field Day, Open House Night, End of Month Virtual Dance Parties at End of Day, Literacy Week,
- Student Concerts, Musicals, Art Shows held throughout the year

- Student Leadership Opportunities such as Middle School Advisory Team, Student Led Conferences, Grade 8 Morning Announcement Team, TEAM meetings which are multi grade groups led by 8th graders on a common topic, Class Marshalls & Master of Ceremony at Grade 8 graduation, etc
- Habits of Mind integrated in curriculum and discussed with students throughout the day to provide them with necessary life skills to help them be successful in life
- Women's Support Services Life Skills Curriculum implemented for grades 6-8 (Grade 6 Shifting Boundaries, Grade 7 Healthy Relationships, Grade 8 Virtual Relationships)
- Social Emotional Learning Classes taught by School Social Worker
- Community Fundraisers /Events such as CCS Walkathon, Read Alouds by community members, Veterans Day Ceremony, Food Drives, CT Children's Medical Center PJ Day, Pet Supply Drive for local shelter,
- Mediations between students to solve problems that arise
- Afternoon Wrap Up Meetings in every homeroom to end the day on a positive note or address any concerns that arose during the day
- Check In and check out with school social worker as needed for any student
- Weekly E-News shared with parents and community to provide parents with common language and information about what students are learning in regards to academics as well as social emotional learning so there is a strong connection between home and school

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

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. As required by state law, the Board, after consultation with the Department of Education and the Social and Emotional Learning and School Climate Advisory Collaborative, shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, 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 (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.
- E. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

### **XIII. School Climate Assessments**

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

Legal References: Public Act 19-166 Public Act 21-95 Conn. Gen. Stat. § 10-222d Conn. Gen. Stat. § 10-222g Conn. Gen. Stat. § 10-222h Conn. Gen. Stat. § 10-222j Conn. Gen. Stat. § 10-222k Conn. Gen. Stat. § 10-222l Conn. Gen. Stat. § 10-222q Conn. Gen. Stat. § 10-222r Conn. Gen. Stat. §§ 10-233a through 10-233f Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009) Connecticut State Department of Education Circular Letter C-3, Series 2011-2012 (September 12, 2011) Connecticut State Department of Education Circular Letter C-2, Series 2014-2015 (July 14, 2014) Connecticut State Department of Education Circular Letter C-1, Series 2018-2019 (July 12, 2018) Connecticut State Department of Education Circular Letter C-1, Series 2019-2020 (July 16, 2019) Adopted by the Cornwall Board of Education September 21, 2022.

#### **SEXUAL HARASSMENT**

Sexual harassment/intimidation is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that an employee's or student's submission to or rejection of unwelcome conduct will in any way influence an employment or education decision regarding that employee or student; or conduct of a sexual nature which substantially interferes with an employee's work performance, or student's educational performance, or which creates an intimidating, hostile or offensive work or school environment, such as the display in the workplace or school of sexually suggestive objects or pictures.

The Cornwall School District is committed to preserving a positive and productive working and learning environment free of discrimination. The District prohibits sexual harassment or intimidation of its students or employees whether by supervisory or nonsupervisory personnel, by individuals under contract, by volunteers subject to the control of the Board, or by students. Sexual harassment/intimidation in the workplace by employees will result in disciplinary action up to and including dismissal. Students engaged in sexual harassment/intimidation will also be subject to disciplinary action.

Students are encouraged to promptly report complaints of sexual harassment/intimidation to their teacher and/or the principal. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation, and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

#### **PESTICIDE APPLICATION POLICY**

The Cornwall Board of Education is required by Public Act 99-165 to issue a statement of policy regarding the application of pesticides at schools and grounds. This statement of policy shall be made to all staff and to all parents or guardians of students enrolled in schools under the control

of the Cornwall Board of Education. This statement will be made annually at the beginning of the school year.

An Integrated Pest Management Plan is in place for the Cornwall School District. This plan requires that alternative methods be employed prior to using a pesticide. Whenever it is deemed necessary to apply a pesticide it will be done so during a period when school is not in session and there are no planned activities on school grounds. All individuals applying pesticides will hold the proper State of Connecticut certificates. Children will not be allowed to enter an area where such application has been made until it is safe to do so according to the provisions on the pesticide label.

Public Act 99-165 also allows for the notification of staff and parents and guardians of students prior to application of pesticide. Any individuals who wish to be notified may register at the school office to receive notice. Notice will be mailed so as to be received 24 hours prior to pesticide application. Questions regarding the Cornwall Board of Education Policy for Pesticides may be addressed to the Head Custodian.

### **ASBESTOS HAZARD RESPONSE**

The school has a management plan for the safe control and maintenance of asbestos-containing materials found in the building. The plan is available from the Principal's office.

### **TEACHER AND PARAPROFESSIONAL QUALIFICATIONS**

Parents have the right to request information about the professional qualifications of their child's teacher(s). The response will indicate whether the teacher is certified for the subject matter and grade taught, the teacher's undergraduate major and any graduate degrees or certifications a teacher may have. Parents will also be advised, if requested, as to whether the child is provided service by paraprofessionals and their qualifications.

### **STUDENT RECORDS**

Policy 5125 Student Records: Confidentiality Educational records, defined as records directly related to a student, will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.

The Board of Education recognizes the need to comply with the legal state and federal requirements regarding the confidentiality, access to and amendment of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing and revised regulations and the Connecticut General Statutes.

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Access to inspect or review a student's educational record or any part thereof may include the

right to receive copies under limited circumstances.

For the purposes of this policy:

**"Parent"** means a natural parent, an adopted, or a legal guardian or an individual acting as a parent in the absence of a parent or guardian. If parents are divorced or legally separated the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, or other health records of the child, unless a court order prohibits access. Whenever a student has attained the age of 18 years or is attending an institution of post secondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the student shall thereafter only be required of, and accorded to, the student. A parent who is incarcerated is also entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any minor student of such incarcerated parent except in situations (1) where such information is considered privileged as defined in C.G.S. 10-154a, (2) such incarcerated parent has been convicted of sexual assault, or aggravated sexual assault, or (3) such incarcerated parent is prohibited pursuant to a court order.

**"Student"** means an individual who is or has been "in attendance" in person at an educational agency or institution for whom education records are maintained. It also includes those situations in which students "attend" classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunication technologies.

**"Student record"** means any item of information directly related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of their duties whether recorded in handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

Student records include information relative to an individual student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained. Any information maintained for the purpose of review by a second party is considered a student record. Records that pertain to an individual's previous attendance as a student are "education records" under FERPA regardless of when they were created or received within the school system. Student records shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute. Records of the law enforcement unit of the District or school are not considered student records.

**"Law Enforcement Unit"** means an individual office, department, division, or other component of an education agency or institution that is officially authorized or designated by that agency or institution to (1) enforce laws or refer matters of law enforcement to appropriate authorities, or (2) maintain the physical security and safety of the agency or institution.

**"Substitute"** means a person who performs the duties of the individual who made the notes on a

temporary basis, and does not refer to a person who permanently succeeds the maker of the notes in his or her position.

**"School Official"** means 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 Board of Education, 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 their tasks.

**"Authorized Representative"** means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in §99.31(a)(3) to conduct with respect to Federal or State-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

**"Education Program"** means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education and adult education, and any program that is administered by an educational agency or institution.

**"Early Childhood Education Program"** means a Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children's cognitive, social, emotional and physical development and is a (i) state prekindergarten program; (ii) a program authorized under the Individuals with Disabilities Education Act; or (iii) is a program operated by a local educational agency.

**"Directory Information"** means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, one or more of the following items: parent's name and/or e-mail address, student's name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

A student's social security number or student ID number is prohibited from designation as directory information. However, student ID numbers and other electronic personal identifiers used to access or communicate in electronic systems may be disclosed only if the identifier is not used by itself to authenticate identity and cannot be used to gain access to education records.

A student's ID number or other unique personal identifier that is displayed on a student ID badge is considered directory information, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the

user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

The Principal shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the District. The Principal will develop procedures (administrative regulations) providing for the following:

1. Annually informing parents of their rights.
2. Permitting parents to inspect and review educational records, including, at least, a statement of the procedure to be followed by a parent or eligible student who requests to inspect and review the educational records, with an understanding that the procedure may not deny access to educational records; a description of the circumstances in which the District feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.
3. Not disclosing personally identifiable information from a student's education records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the criteria for determining which parties are "school officials" and what the school considers to be a "legitimate educational interest"; and a specification of the personally identifiable information to be designated as directory information.
4. Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent to inspect that record.
5. Providing a parent/guardian with an opportunity to seek the correction of the student's education records through a request to amend the records. If the District decides that an amendment if the records as requested is not warranted, to inform the parent/guardian or eligible student and advise him/her of the right to a hearing and permitting the parent/guardian or an eligible student to place a statement in the education records of the student.
6. Guaranteeing access to student records to authorized persons within five days following the date of request.
7. Assuring security of student records.
8. Enumerating and describing the student records maintained by the school system.
9. Annually informing parents under what conditions that their prior consent is not



required to disclose information.

10. Ensuring the orderly retention and disposition, per applicable state statutes, of the District's student records.

11. Notifying parents of secondary school students that it is required to release the student's name, address and telephone listing to military recruiters and institutions of higher learning upon request. Parents or eligible students may request that the District not release this information, and the District will comply with the request.

12. Notifying parents annually of the District's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use.

Legal Reference: Connecticut General Statutes 1-19(b)(11) Access to public records. Exempt records. 7-109 Destruction of documents. 10-15b Access of parent or guardians to student's records. (as amended by PA 17-68, Section 4) 10-154a Professional communications between teacher or nurse & student. 10-209 Records not to be public. 10-221b Boards of education to establish written uniform policy re: treatment of recruiters. 11-8a Retention, destruction and transfer of documents 11-8b Transfer or disposal of public records. State Library Board to adopt regulations. 46b-56 (e) Access to Records of Minors. Connecticut Public Records Administration Schedule V Disposition of Education Records (Revised 1983). Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.). Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008) USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331 PL 112-278 "The Uninterrupted Scholars Act" n Owasso Independent Sch. Dist. No.1-011 v. Falvo, 534 U.S.426 (2002) - Policy adopted: March 17, 2021

## **Cornwall Consolidated School**

### **Record of Parent Annual Notice, 2023-2024**

Dear Families:

Welcome to a new school year! This handbook is up-to-date with the latest information regarding our school. It is important that you and your child or children read and review its contents, and understand your rights under state statute. Please let me know if you have any questions. I ask that all families sign the bottom of this page and return it to your child's teacher to indicate that you have read and reviewed it as a family. If you have multiple children in your family, you may sign one form. Include the names of all of your children and return it to school through the folder of one of your children.

Thank you so very much,

Leanne Maguire  
Principal

---

I have read and do understand the  
2023-2024 Cornwall Consolidated School Student Handbook.

-----  
*Signature of Parent/Guardian*

-----  
*Date*

-----  
*Please print your name.*

-----  
*Please print the name of your child.*

-----  
*Please print the name of your child.*

-----  
*Please print the name of your child.*

-----  
*Please print the name of your child.*